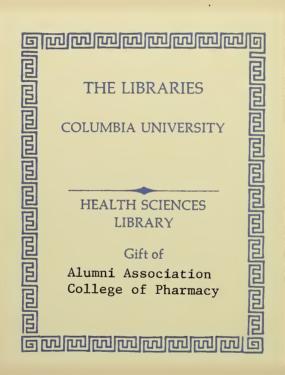


# Columbia Aniversity in the City of Aew York

# ANNUAL REPORTS

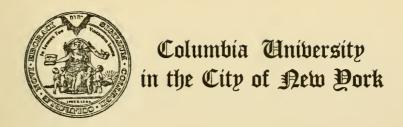






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## ANNUAL REPORTS

OF THE

# PRESIDENT AND TREASURER

TO THE

## TRUSTEES

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1909

NEW YORK
PRINTED FOR THE UNIVERSITY
1909

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2.



#### ANNUAL REPORT

OF THE

### PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

The Annual Report on the work of the University for the year ending June 30, 1909, is herewith submitted in conformity with the provisions of the Statutes. The reports of the Deans, of the Directors of the Summer Session and of Extension Teaching, of the Secretary of the University, of the Consulting Engineer, of the Registrar and of other chief administrative officers record in complete detail the work of the year. The recommendations contained in these several reports are commended to the careful consideration of the Trustees and of their several committees.

The general condition of the University in all its parts and with respect to each of its interests may truly be said to be more satisfactory General than ever before. Where defects exist, Conditions every effort is making to remedy them. The productive activity of the scholars of the University in extending here a little and there a little the boundaries of exact knowledge grows steadily greater and more important. The effectiveness of the teaching, both in the college, in the several professional schools and in

the faculties given over to advanced instruction and research, continues to gain in vigor and effectiveness. The number of well-prepared students resorting to the University from all parts of the United States and of the world has increased to a total hitherto without precedent. It has been possible to provide somewhat more adequately than heretofore for various pressing needs, with the result that both the teaching staff and the physical equipment of the University are more nearly adequate to the tasks imposed upon them than was formerly the case. The annual compensation of officers in service has been advanced during the past eight years, despite the embarrassments which have surrounded the Trustees on every side, by no less a sum than \$175,000. While the salaries of the teaching force are still below what they should be, and must shortly be still farther increased, yet what has already been done has been of the greatest value, and it has been highly appreciated by the teaching staff.

The legislation of the University Council and of the several Faculties has made provision for dealing with the most important educational problems of the moment in satisfactory fashion, and the administrative officers of the University are putting the policies ordained by the Council and the Faculties into effect with steadily increasing efficiency. It has not yet been possible to relieve teaching officers as largely as should be the case of administrative duties, nor has it been possible to provide them with the clerical assistance which is necessary for the most economical use of their time and strength. There are important fields of activity urged upon us into which we may not now enter, because of lack of funds; but the his-

tory of the past encourages us to believe that as these new demands are clearly stated and strongly emphasized, the means with which to meet them will be provided.

An Institute of Public Health and Sanitary Science should be organized without delay, on the lines proposed by the special committee on that subject, whose report was submitted to the President under date of April 26, 1909.

The Faculty of Applied Science has established a new course of instruction in Sanitary Engineering, and will be glad, as soon as they are enabled to do so, to put in operation courses already contemplated in Forestry and in Agricultural Science.

The Faculty of Fine Arts is ready to go forward with a course in Landscape Architecture, the existence of a demand for which has been made known in many ways.

It has not yet been possible, through lack of means, to make an appointment to the Torrey Professorship of Botany, vacant since the death of Professor Underwood.

The presence during a portion of the past year of Professor Penck, of the University of Berlin, and his admirable instruction as Kaiser Wilhelm Professor, emphasized the need for the establishment at Columbia of a properly endowed chair of Geography.

The language and the literature of Russia, as well as the language and the literature of Japan, remain without academic representation here.

The University library, and particularly the law library, require the expenditure upon them of considerable sums of money in order that they may serve the teachers and students of the University as they should. It is hoped, too, that with the opening of Kent Hall funds may be provided with which the Trustees can at once develop the law library and strengthen it where it is now weak.

The many-sided activities of the University and its rapid growth in almost every direction compel the constant contemplation of the necessity for additional buildings, which are needed far more rapidly than means are furnished to meet their cost. Fortunately, Kent Hall, the necessity for which has long been felt and often emphasized, is now well under way and will be ready for the occupancy of the Schools of Law and Political Science before the beginning of the next academic year. The relief to the Library Building which will follow from the transfer of the Schools of Law and Political Science to Kent Hall will be almost as great an advantage as the possession of Kent Hall itself.

The Faculty of Philosophy needs without delay a building, to be placed probably on one of the inner sites on the Quadrangle, for the seminar and classroom work of the Departments of Philosophy, English, Classical Philology, Romance Languages, Germanic Languages, Semitic Languages, and Indo-Iranian. Inasmuch as this building would not be so large as either Hamilton Hall or Kent Hall, the sum of \$350,000 would probably suffice to build and equip it.

The need of a large auditorium, such as has been planned for University Hall when that building is completed, grows greater every year. The use of the Gymnasium for the opening exercises, for Com-

mencement, and for other public ceremonies is attended with no small embarrassment, expense, and interruption of academic work. Even when University Hall is completed and the academic theatre built therein as planned, it seems certain that still another auditorium, to seat from 1,000 to 1,200 persons, will be required. Such an auditorium could be had at a minimum of cost and with a maximum of convenience by devoting to it the spaces planned for the basement and sub-basement either of the building designed to be placed eventually at the northeast corner of Broadway and 116th Street, or of that to be placed at the southeast corner of Broadway and 116th Street. It would be possible to build on either of these sites an auditorium similar in general style to the large and well-known hall of the Cooper Union. An auditorium so placed could readily be reached from the street, and perhaps by underground passage from the platforms of the Subway Station at Broadway and 116th Street. The Consulting Engineer is now preparing rough plans and estimates of the cost of such an auditorium, which it might be possible to build without waiting until the superstructure of the building planned for the site selected is needed or until the funds therefor are at hand. The University owes it to the city as one of its chief obligations to represent the cause of learning and the high place of science, art and letters in as impressive and dignified a fashion as possible. The University cannot completely fulfil this obligation until it has at command a suitable auditorium of its own.

The steady growth of the Schools of Mines, Chemistry and Engineering indicates that it will not be

long before an additional building for the use of the Engineering Departments will have to be erected on the site lying to the eastward of the present Engineering Building. The Departments of Mechanical and Electrical Engineering will soon need the entire space in the building now occupied by them, and the Departments of Civil Engineering and Engineering Draughting will have to be provided for in the new structure.

Both Hartley and Livingston Halls are now filled, with the exception of a very few of the higher priced rooms, and a number of students who could not obtain the lower priced rooms which they desired have this year been driven to private lodgings. It may be taken for granted that by the autumn of 1911, and perhaps earlier, there will be a sufficient number of students unprovided for to fill the greater part of a new residence hall, should one be erected.

The buildings of the Medical School, erected in 1886, are no longer adequate or suitable for the uses for which they were designed and must soon be either rebuilt, extensively rearranged, repaired and extended, or new buildings must be provided elsewhere. It is only a short generation ago that for the teaching of medicine a dissecting room and a few lecture rooms were thought sufficient. The great strides which have been made in Pathology, in Bacteriology, in Physiology, in Biological Chemistry, and in Sanitary Science and Hygiene, require that a Medical School, to be at all properly equipped, must now be provided with large laboratories and extensive apparatus for the use of each of these departments. It is imperative, too, for the maintenance and extension of the

prestige of our own Medical School, that the facilities for research be multiplied and that there be attracted to the school an increasing number of advanced students willing and able to press forward into new fields of knowledge and inquiry.

The older departments of the University require strengthening at many points. As the size of the classes in the College and in the Schools of Mines, Chemistry, and Engineering grows, these classes should be subdivided and a larger staff of skilled teachers provided for their instruction.

The plan for a proper athletic field and stadium, outlined in the Report for 1906 (pp. 48-49), made possible by the enactment by the Legislature of the State of New York of Chapter 304, Laws of 1906. ought to be proceeded with as soon as possible, and every effort is making to secure the necessary funds. One pledge of \$100,000 toward the cost of this project has already been received. South Field, particularly since it has been so admirably improved by gifts from the alumni, makes an excellent playground and exercising field, and is now in constant use as such. South Field is not, of course, at all suited to the general purposes of an athletic field for large and important games and contests and was never intended for that use. Year by year that part of its area available for out-door exercise must of necessity be diminished as the needed University buildings are erected upon it, although the middle portion of the Field can probably be kept for its present use for many years. The commendable project to establish on the east bank of the Hudson River, between 114th and 116th streets a landing stage and monumental water gate, as a memorial

to Robert Fulton, is well under way. By planning and designing the athletic field and stadium in connection with the Fulton memorial, it will be possible to add a new and effective public monument to the possessions of the city of New York, as well as to provide the long-needed and long-awaited athletic field concerning which both undergraduates and alumni are so urgent, and as to the advantages of which there can surely be no difference of opinion.

The grounds of the University require attention without delay, if their beauty is to be preserved and increased. A considerable sum of money is needed to go forward with the scheme for planting which has been outlined by the University's advisers and which must be carried out if the Green and the Quadrangle are not to be denuded of trees and shrubs in the course of a few years. The Green bears some resemblance to the academic gardens of the old world, and it will one day be the pride of the University and of the city if it can be treated with the care and attention that it should now have.

To state, therefore, that the general conditions of the University are increasingly satisfactory is not at all to assert that there are no improvements to be effected or no additional work to be undertaken; it merely means that we may take courage and hope for the tasks of the future by reflecting upon all that has been accomplished so thoroughly and well since the University entered on its long and hard task of reorganization and rebuilding in 1890 under the direction of President Low.

The report of the Treasurer sets out in detail

(pp. 12-15) the gifts made to the Trustees during the year. The total amount is \$498,002.07. The anonymous gift of \$100,000 toward the cost of Kent Hall completed the sum necessary for the erection of that building, and so was a gift of particular timeliness and value. The legacy of the late D. Willis James, amounting to \$100,000, has been applied to the endowment of the Professorship in Geology. A reading of the list of gifts enumerated in detail by the Treasurer shows to how many generous helpers the University is indebted for its ability to carry on some of the most essential and characteristic parts of its work.

Especially worthy of note are the gifts of the several classes, made in a spirit of loyal affection for Alma Mater and devoted to purposes which increase the beauty and usefulness of the buildings and grounds of the University.

A summary of the gifts in money received during the year by the several corporations included in the University is as follows:

	University	Barnard College		College of Pharmacy	Totals
For General Endowment To establish Special Funds			\$1,397,57		\$271,291,41
For Buildings and Grounds For Immediate Use	122,228.50	\$5,000.00 8,314.06	195,441.38 29,060.00		322,669.88 143,253,79
	\$498,002.07	\$13,314.06	\$225,898.95		\$737,215.08

The grand total of gifts in money made to the several corporations included in the University for each of the last eight years is as follows:

1901-02	.\$1.082.581.02
1902-03	. 1,721,895,06
1903-04	
1904–05	
1905-06	. 1.299.909.78
1906-07	
1907–08	
1908–09	
	\$11,023,511.66
	$\Phi x x' \alpha x \alpha' \alpha x x' \alpha \alpha$

In order to make possible a comparison with the statistics of previous years, the state of the Uni-The University versity on June 30, 1909, is set forth in 1909 in the following tables. No addition has been made to the site of the University during the year, and that remains as shown on p. 57 of the Annual Report for 1905-6.

cluding two administrative offi-		College (1	Teacher College Excluding he Horace ann Schoo	Pharm	T	
cers of professorial rank)		25	27	8	160	157
Adjunct Professors.		8	6	3	60	65
Clinical Professors.			_		9	14
Associates		_			27	
Instructors	141 0	8	39	3	116	121
Demonstrators				_	9	12
Tutors	39	14	14		53	43
Curators				_	2	2
Lecturers and other special officers o						
instruction		7	5		44	43
Assistants	. 64	7	11		75	95
Clinical Assistants	. 83	_		_	83	81
Total Administrative offi		69	102	14	638	633
cers	. 23	7	15	8	30	31
Emeritus officers		_	_	1	14	15
Total	. 605	76	117	23	682	679

The enrolment of students as copared with that for the year 1907-was as follows:		St	The udent Body
Under the University Corporation:		0.1	Loss
0.1.11.0.11	0.019	Gain 17	LOSS
Columbia College	667		
Students of Applied Science	697	79	
Students of Law	330	81	
Students of Medicine	330	16	
Graduate Students of Philosophy, Political Science and Pure Science	1 015	38	
	1,015 $130$	5	
Architecture		ð	3
Music	28		Э
Students at Summer Session (1908)	1,532	137	
Total (excluding 314 duplicates)	4,415	326	3
Barnard College	498	45	
Teachers College	992	96	_
College of Pharmacy	267	43	_
· ·			
	6,172	188	_
Less Double Registration	285		
Net Total	5,887	514	
	,	014	254
Extension Students	3,013		204

The Registrar in his report shows in fullest detail the composition of the student membership of the University and the changes which are being effected in its number and geographical distribution by the continued growth and expansion of the University's work.

During the academic year 1908-09, 939 degrees and 303 diplomas were conferred as follows:

Degrees Conferred

Bachelor of Arts, Columbia College	87	
Bachelor of Arts (College and Medicine)	4	
Bachelor of Science, Columbia College	24	
Bachelor of Science (College and Medicine)	1	
Bachelor of Arts, Barnard College	98	
Bachelor of Laws	69	
Doctor of Medicine	82	
Pharmaceutical Chemist	7	
Doctor of Pharmacy	5	
Engineer of Mines	29	
Metallurgical Engineer	4	
Civil Engineer	25	
Electrical Engineer	20	
Mechanical Engineer	22	
Chemical Engineer	6	
Bachelor of Science		
In Architecture 6		
In Chemistry 6		
In Education:		
	151	
Bachelor of Architecture	2	
Master of Arts	231	
Doctor of Philosophy	59	
Honorary Degrees	13	
		939
Certificates and Diplomas in Education:		
Bachelor's Diploma	134	
Special Diploma	109	
Master's Diploma	56	
Doctor's Diploma	4	
		303
M-4-1 4 1 40-1		1 040
Total degrees and diplomas granted		1,242
Number of individuals receiving them		1,041
Conferred by the New York College of Pharmacy	:	
Graduate in Pharmacy	81	
Doctor of Pharmacy	5	
Pharmaceutical Chemist	7	
		93

#### FINANCIAL CONDITION AND OPERATIONS OF THE UNIVERSITY

(The figures for real estate given in the following tables are the assessed valuations						
on the records of the	Bureau of '	Taxes and	Assessments	in the Ci	ty of New	
York.)	Columbia University	Barnard College	Teachers College 1	College of Pharmacy	Totals	
Property owned, June 30, 1909: 1. Occupied for Educational				*		
purposes		\$2,169,843.86	\$2,053,000.00	\$125,000.00	\$14,137,843.86	
2. Held for Investment	24,203,372.57	1,040.977.58	1,460,189.12		26,704,539.27	
Total	33,993,372.57	\$3,210,821.44	\$3,513,189.12	\$125,000.00	\$40,842,383.13	
Outstanding Debt		\$120,539.78	\$550,699.75	\$90,000.00	\$4,225,239.53	
tion	\$1,550,411.79 2	\$157,090.00	\$610,064.003	\$29,990.00	\$2.347,465.79	
2. For Interest on Debt	128,920.00		24,750.00	4,700.00	158,370.00	
	<b>\$</b> 1,679,331.79	\$157,090.00	\$634,814.00	\$34,600.00	\$2,505,835.79	
Income for 1908-9:	****	**** ***		********	** *** *** **	
From Fees of Students From Rents	\$615,962.96 491,246.33	\$103,088.21	\$349,953.97	\$36,254.00	\$1,105,259.14 491,246.33	
From Interest	216,804.76	46,806.14	38,142.88		301,753.78	
From Miscellaneous Sources	290,152.12	6,446.86	10,863.52	1,779.43	309,241.93	
Total	\$1,614,166.17	\$156,341.21	\$398,960.37	\$38,033.43	\$2,207,501.18	

1 Including cost and income of the Horace Mann School for 1908-09.

On June 3, 1907, the Trustees adopted the following resolution recommended by the Committee on Finance: The

Corporate Resolved. That the Finance Committee be and Deht hereby is requested to take the necessary measures to provide for the payment of the outstanding debt by an issue of bonds to an amount not exceeding three million dollars, to bear interest at not more than four per cent, per annum, the principal to be finally payable on or before July I, 1940, and to be secured by a mortgage upon the Upper Estate, or any part thereof, with the obligation that on July I, 1911, and annually thereafter the College will, out of the rents of the mortgaged property, pay the principal in instalments of \$100,-000.

The outstanding debt to be provided for by this proposed bond issue consisted of the purchase money mortgage on the site at Morningside Heights of \$1,000,000, bearing interest at 41 per cent., and the

This includes by duplication the amount paid in salaries to officers of instruction in Barnard College, \$55,500.00; and in Teachers College, \$128,700.00.

Columbia College 3 per cent. mortgage gold bonds due in 1909, amounting to \$1,803,000. New bonds were issued somewhat in excess of the sum total of these two items of mortgage indebtedness, in order that the treasury of the corporation might be provided with free working capital. The necessary steps to issue and place the new mortgage loan were successfully and satisfactorily taken, and on June 1, 1909, the outstanding corporate indebtedness was discharged and the new bond issue effected, secured by mortgage upon a specified portion of the Upper Estate. Of the total issue of \$3,000,000 gold bonds bearing interest at 4 per cent., \$750,000 fall due on June 1 of 1924, 1929, 1934, and 1939, respectively. The Trustees have covenanted to pay to the trustee under the mortgage on June 1, 1911, and annually thereafter, the sum of \$100,000 to be applied as a redemption fund to the payment of the principal of the bonds when due.

The effect of this arrangement is to substitute for the previously existing short-time obligations, one single class of obligations, which are thoroughly secured, are in a form attractive to investors, and (so far as this corporation is concerned) are payable in annual installments extending over a series of years. The form in which the annual payments of principal are to be made is somewhat unusual, but was adopted so as to meet the convenience of borrowers. The most important consideration from our point of view is that the rentals from the Upper Estate will be sufficient to meet these annual payments on account of the principal of the corporate indebtedness without reducing the sums hitherto available for the maintenance of

the educational work of the University. Moreover, the Trustees will receive each year the income earned by the redemption fund in the hands of the trustee under the mortgage, and by this means will be able to reduce each year hereafter the net sum payable on account of interest on the corporate debt.

The Finance Committee and the Treasurer well deserve, and they have received, the thanks of every member of the University for the zeal and skill with which the negotiations leading up to the refunding of the debt have been carried on, and for the exceedingly satisfactory settlement which has been reached of so difficult a matter. So far as the present academic generation is concerned, the corporate indebtedness is a thing of the past. Its extinction is automatically provided for. When this indebtedness is finally met, a largely increased sum will be available each vear for the maintenance of the educational work of the University, but during the next thirty years the work of each year must bear its share of the cost of the new site and home with which the University is now so splendidly provided.

The only possible way in which the work of the immediate future can be carried on with ever increasing and expanding usefulness, therefore, is through the provision of new funds by gift.

On December 7, 1908, the Trustees adopted a resolution, reported by a special committee constituted on March 4, 1907, to provide for the nomination of six Trustees by the alumni.

This action was the result of long and Representation earnest consideration by the Trustees and had for its

purpose the formal recognition of the alumni as members of the University and the granting to the organized bodies of alumni throughout the country of a direct and responsible share in the conduct of the affairs of the University. Acting on sound legal advice, no attempt was made to amend the charter of the College, and the plan adopted is one by which the Trustees, who have the right to fill vacancies in their own body, bind themselves, by a free act of their own, to fill six of these vacancies, as they occur, upon the nomination of the alumni.

The method of making the nominations is carefully prescribed in the resolutions adopted. It is hoped and believed that this step, which has been taken with the enthusiastic support and approval of alumni everywhere, will bind the graduates of the University still more closely to it and lead them to follow its fortunes with increasing interest and satisfaction.

The method prescribed for securing nominations from the alumni is one which tends to build up and to strengthen the alumni associations and so to develop in various centers and sections of the country that body of local interest in Alma Mater which is useful and helpful in so many ways.

Few matters connected with higher education have been more hotly or more eagerly debated during Admission to the past twenty-five years than the College question of college admission. The establishment of the typical colleges antedated the existence of well-organized and coherent secondary schools, and it was once the fashion of colleges everywhere to test applicants for admission by a formal ex-

amination held at the college itself. As time went on, this examination broadened in scope and increased in intensiveness. As the demand for secondary education grew and public high schools were established in all parts of the country, the problems involved in the relation between secondary school and college rapidly became acute. The secondary school considered itself, too often with justice, harassed and limited by the regulations attending the college admission examination, and asked, with increasing emphasis, that its own work be accepted at its face value and that students be permitted to pass from school to college without any formal test other than such as the school itself might impose as a condition of graduation. In some of the Western States there long ago grew up a relationship between the secondary schools and the State universities which was designed to meet the complaints and criticisms of the secondary schools. Representatives of the State university undertook, first to inspect, and then to accredit secondary schools, and pupils coming from accredited secondary schools, properly certificated, were admitted to the State university without examination. This plan had the merit of simplicity, it was consonant with an upbuilding of college attendance, and it assisted in developing an orderly educational system; it spread rapidly to institutions other than State universities and included schools other than those maintained by public tax. So far has this system of admission to college by certificate gone that at the present time there are understood to be but seven institutions of collegiate grade in the country which uniformly require all candidates for admission to the Freshman Class to pass an examination. These seven are Harvard, Yale, Princeton, Columbia, Haverford, Vanderbilt, and Bryn Mawr.

Until the establishment, in 1900, of the College Entrance Examination Board, the work of which has been vigorously supported by Columbia from the very beginning, the college admission examinations, where they existed, were in a state of chaos. Institutional and individual idiosyncrasy ran riot. Even in the rare case where the stated conditions of admission to two institutions were identical, they were administered so differently as to destroy all possible similarity between them. The form and style of the examination were determined wholly by the college authorities, and the examinations so set were frequently not only out of harmony with the best work of the secondary schools, but in antagonism to it. College teachers who had seen nothing of secondary school service and who were ignorant of secondary school conditions insisted stubbornly on having their own way in regard to the examinations set in the subjects that they taught. From this unhappy condition, the higher education of the country has been in large part rescued by the work of the College Entrance Examination Board. Slowly, but surely, the examination tests have been influenced by secondary school conditions as interpreted by secondary school teachers. The force of educational gravitation has tended to bring the colleges together toward agreement upon uniform statements of entrance conditions, and the definitions of subjects, the study of which is prescribed for college admission, have been vastly improved through the co-operation of expert scholars and teachers.

Even after all this had been accomplished, the

rather sharp antagonism between admission to college by certificate and admission to college by examination remained. This matter, in all its phases, has been carefully studied and discussed at Columbia for many vears. The faculties in charge of undergraduate instruction were unwilling to give up the admission examination as a test of the candidate's preparation for college work, and they distrusted the general acceptance of school certificates for the very obvious reason that, freed from any compelling supervision and subject to the pressure of teachers and parents and to the competitive conditions which exist between schools of every kind, it seemed quite impossible to hope that severe standards of excellence in secondary school work could be insisted upon or upheld without a formal test by an independent authority. On the other hand, it had become increasingly evident that to treat the college admission test as sufficient in itself and to give no weight to a candidate's school record was unfair and not in the interest of the best educational policies and standards. Teachers would insist upon cramming their students for an examination upon which so much was to depend, instead of teaching and training them as they should be taught and trained. Fortunately, during the year a new method of college admission has been hit upon which seems to unite the advantages of the examination with the advantages of the certificate system, without surrendering the examination and without accepting the school certificate itself.

In order to pave the way for the introduction and administration of this new system of college admission, the several undergraduate faculties—those of

Columbia College, Applied Science, and Barnard College—severally voted to discontinue their separate committees on admission hitherto existing, and to unite in the establishment of a single Committee on Undergraduate Admissions in which each of the three faculties named should have representation, such committee to have as its chairman a college officer chosen for his special fitness for such work and having the work of this committee as his chief interest. Such a committee was organized at the close of the academic year and is now in charge of the admission of undergraduates to all parts of the University. Its chairman is Adjunct Professor Adam Leroy Jones, formerly a member of the staff of instruction in the Department of Philosophy, and recently a Preceptor at Princeton University.

The new system of admission consists in weighing, when a given candidate's application is under consideration, not only his scholarship as shown by the results of his college entrance examination, but his scholarship and personal characteristics as revealed by his secondary school record for a period of three or four years. This secondary school record is not to be taken as final by any means, but it is to be used to interpret the results of the formal examination. is hoped and believed that in this way justice will be done to each candidate and that satisfactory standards of college admission will be insisted upon. Without surrendering the distinct educational advantage which the college admission examination has, it is proposed hereafter to put that examination in its proper place and to give it only its just value in weighing the question of a student's fitness to undertake college work.

An examination of this kind will tend more and more to become the natural and expected fruit of secondary school study and it will lose its present character of a dreaded and final ordeal.

The work of the Committee on Undergraduate Admissions will be closely followed both within and without the University, for there is every reason to believe that the steps now being taken will have an important bearing upon the educational policies to be adopted by other institutions.

It would be worth while, and possibly very instructive, to ascertain what sort of results would follow from requesting the members of a Freshman Class, admitted to college by certificate, to try the examinations set on a few fundamental subjects—say English, mathematics, Latin, and history—by the College Entrance Examination Board. A great many observant teachers believe that a large majority of the students now admitted to college by certificate, free of all condition, would not be able to fare so well if they were subjected to the examination test.

The normal requirement for admission to the Freshman Class in Columbia College, as stated definitely in each annual announcement, is proficiency, to be tested by examination, and in fifteen units of secondary school studies as specified. A unit implies the study of a subject for a time equivalent to five hours a week for one year. What shall be the policy of the Faculty toward the candidate who falls short of the standard fixed in some one or two particulars, or in slight degree? Shall such a candidate be forthwith rejected and returned to the

secondary school for farther instruction and training, or shall he be permitted to go forward with his college work under certain conditions, which conditions include the satisfaction by him, within a reasonable time, of the full standard of proficiency fixed by the normal entrance requirement? Unless admission to college is to be treated as a matter purely mechanical, there can be but one answer to this question. Each candidate should obviously be treated on his own merits and admitted to college on condition, or returned to the secondary school, according as the one policy or the other seems best adapted to his particular case. Of course, if the administration of the rules governing college admission were lax and standards were low, there never would be any students admitted on condition. Nothing would be simpler than so to rate the performance of each candidate for admission as to admit him without farther discussion or difficulty.

The existence of a class of students admitted to college on condition implies an entrance requirement rigidly administered in that broad, sympathetic, educational spirit which takes account of each individual student's needs and capacities. In assisting the students to make a transition from secondary school to college, it is in the highest degree important to bear in mind that the problem to be solved is a human problem. One must take into consideration, not only the individual's scholastic achievement, but his temperament, his home environment, and such hopes and plans for his future life as are already forming in his mind or have perhaps been formed for him. Experience proves that a good many candidates who are

not able completely to fulfil the minimum requirements of admission, nevertheless, if admitted to college on condition, make excellent students, sometimes the very best.

It appears to be clear that if a college fixes a hard and fast entrance requirement and rejects every one who does not comply with it strictly, that college will do as much damage to education as if it had no standards at all. Human beings are not to be measured as to their attainments by the laws of mechanics. They must be measured by laws which spring from human nature itself. The proper way to deal with those candidates who in some measure fall short of the minimum requirement is to say, for instance, in some cases, "We do not think that you are ready to come to college. If we admit you, we feel sure that you will be burdened with your work. You will probably fail in the examinations of your Freshman Year and fall hopelessly behind and become discouraged. You will have neither pleasure nor profit in your college work under such circumstances. It will be intellectual economy for you to go back to a secondary school for another term or another year, and to take up again there the subjects in which you appear to be weakest." On the other hand, in other cases, it may be wise to say, "It is true that you have not entirely complied with our minimum conditions of admission. Nevertheless, you are in good health, your school record for four years past is satisfactory, it is not bad even in those subjects in which your examination has been pretty poor. Therefore, we feel that there is reason to believe that you can probably do yourself justice in college and make

a creditable worker. We shall give you a term or a year to prove whether we are right or not." That this wise, humane, and truly educational policy has been the means of saving many young men for higher education and a subsequent career of usefulness can hardly be doubted.

Indeed, so far as the experience of Columbia is concerned, this is not a matter of theory or conjecture. The Registrar of the University has made a careful study of the conditions imposed at entrance upon Freshmen registered in the autumn of 1908 and upon the subsequent performances in College of the Freshmen then conditioned.

In September, 1908, 192 candidates were admitted to the Freshman Class of Columbia College. Of these, 24 were admitted wholly or in part on certificates of transfer from other colleges; 37 were admitted wholly or in part on the credentials issued after examination by the Department of Education of the State of New York; and 131 were admitted wholly on college admission examinations. There were admitted, in addition, 39 non-matriculated students, of whom 19 had sought admission to the Freshman Class without success, and 20 had no wish to become candidates for a degree. The former passed examinations for admission in certain subjects, while the latter were persons of relative maturity desiring to take courses in one or more special fields, for which they presented evidence of qualification and were admitted without examination.

Of the 131 candidates admitted wholly on college admission examinations, 24 did not matriculate. Of the remaining 107, 52 were admitted without con-

ditions, 55 with conditions. The total number of admission units represented by the deficiencies of the conditioned students was 158, or an average of 2.87 units per student. After the concluding examinations of May, 1909, the entrance deficiencies of the 52 conditioned students who remained (3 having discontinued their course during the year) had been reduced to 78 units; practically all of the 70 units remaining (the 3 students who left college having had conditions amounting to 10 units) having been removed by reason of proficiency in related subjects during the Freshman Year. Of the 55 Freshmen admitted on condition, 16 removed all conditions, 14 removed all that were removable by proficiency in the college course, 7 removed some conditions, 15 removed none, and 3 withdrew before the close of the first half-year. Not all of the 15 who removed no conditions proved unsatisfactory students. Seven of them maintained a fair standing throughout the year, but they have not pursued courses that would remove their entrance deficiencies, for reasons which need not here be detailed. The aggregate of grades obtained by these 7 students was 3 A's, 19 B's, 53 C's, 11 D's, and 5 F's. The Registrar concludes, therefore, that about 54.5 per cent. of the conditioned Freshmen have proved wholly acceptable students; 25.5 per cent. will probably become such, while the remaining 20 per cent., numbering 11 in all, have failed to justify their admission on condition.

These conclusions, which the Registrar has reached after a patient and minute study of the records of the year, speak for themselves. The mechanical interpretation of the rules governing college admission would have excluded 55 students in September last, whereas it now appears that 44 of the 55 had the capacity and the training to acquit themselves creditably during the Freshman Year. In my opinion, it is sound educational administration and wise educational policy to administer the rules governing college admission with such strictness that no favor is shown to the incompetent and with such good sense that no injury is done to the worthy and adequately prepared candidate whose formal record is defective in some slight degree.

The fact must not be overlooked that one of the most important changes that has come over the American college has gone hand in hand The Widened with the steady widening of its constit-College Constituency uency and is in part a cause and in part an effect of that widening. Not so very many years ago there were but few boys who went to college without a serious, definite purpose more or less scholarly in character. They were looking forward to the ministry, to teaching, or to the practice of law or medicine. Not many of them had in mind a career as merchant, financier, or corporation official. the lapse of time and the increasing wealth of the country, this condition has been very much changed. It is now fashionable to go to college, at least to some colleges, and the attractions of college life and companionship are powerful motives in leading young men to strive to surmount the barrier of college admission. This new type of college student, whether he knows it or not, goes to college primarily for a social, not for an intellectual, purpose. His wish is

to share in the attractive associations of an American college; he desires to participate in athletic sports; he hopes in after life to mingle freely and on terms of equality with college-bred men. It is a good thing that boys of this type should go to college, provided that the college will recognize their existence as a type and will deal with them accordingly. To try to turn such young men into scholars is a hopeless task. They are not fitted for high scholarship and they do not desire it. On the other hand, to bring down the level of scholarship of all college students to meet the capacities and the ambitions of this type of student is to do a grievous wrong to scholarship itself and to those who would like to become scholars. It has been a mistake to try to treat all undergraduates alike and to judge and test them all by the academic standards and the academic methods that have been developed over long periods of time for the serious-minded student. If the college course gives only inspiration, all else is secondary.

It certainly is hard to find anything new under the sun, for even away back when universities began, they were resorted to by men for whom scholarship had no great charms. Rashdall, in writing of student life in the Middle Ages, says: "To suppose that every student of the twelfth or early thirteenth centuries, even if he were one of those who faced toil and privation in the effort to graduate at Paris or at Oxford, was moved by pure and disinterested enthusiasm for knowledge, would be as absurd as to see a saint or a hero in every impecunious baron or soldier of fortune who fought for the Cross beneath the walls of Acre or of Damascus. The spirit of adventure, the desire to see the world, the ambition for distinction and

promotion, even the baser thirst for booty, entered as largely into the motives of the average student as into those of the average Crusader."

It is not likely that the division of students into pass men and honor men which prevails at Oxford could be adapted to our American conditions in precisely the form in which it exists in England, but there can be little doubt that the division which Oxford has made familiar corresponds to a real educational condition and meets a genuine educational need. The Committee on Instruction of the Faculty of Columbia College has been for some time past earnestly studying this question and will, in the not distant future, be able to report a plan for meeting what has become in almost every American college a genuine difficulty. The free elective system has broken down wherever it has been tried. It is now everywhere to be superseded by a definite and controlled plan of study which will not attempt to fit one curriculum to every student, but which, rather, will make as many curriculums as there are students, that each may satisfy his own intellectual needs and receive the training which it is best for him to have, while having his own individuality studied and respected.

There is, too, a curious inability or disinclination on the part of many college reformers, to see the necessity of furnishing minds and characters for the simple profession of gentleman. The generous and reflective use of leisure, and the passing of many an hour in the friendly companionship of the literature of all time, or of the best literature of our time, are occupation enough for some fortunate men, and soci-

Rashdall Universities of Europe in the Middle Ages, II., 614.

ety is poorer when those whose tastes and opportunities lead them in this direction are tempted or driven elsewhere. The cult of the will has gone far enough just now for the good of mankind; it is a futile and empty will that so often finds noisy and irritating expression. We may well turn for a season to a new cult of the habit of reflection, of sound and tender feeling, and of ethical and æsthetic insight and appreciation. The Wille zur Macht will one day be the undoing of democracy unless it is guided by profounder knowledge and serener contemplation. He is not a wise college reformer who forgets, or does not know, these things, and that is not a helpful college which pushes them restlessly aside.

The last generation has seen grow up in every college community a great body of student activities. interesting and beneficial in themselves, springing from the social instincts and Activities ambitions of the students. They carry on daily, weekly and monthly publications of merit; they conduct successfully and with skill the business administration of various student enterprises; they maintain, through co-operation, useful clubs and societies of their own. Those students who are most active in initiating and carrying on these undertakings receive marked benefit from them; they gain a certain amount of human experience which is not to be lightly valued; they get some training in business methods and in business responsibility; they learn some of the secrets of control and direction: and those who participate in the work of editing and publishing frequently do journalistic work of distinct

merit. All this has grown up outside of the formal program of studies, and yet it represents an educational influence which is very genuine. The fact that these undertakings and organizations exist wherever students are brought together in a community of their own seems to prove that they are the natural forms for the expression of undergraduate interest and activity. The time has come when the College Faculty should take note of the existence of these educational forces at their very door and should attach proper weight and importance to them. They cannot be subjected to faculty control, for that would be to deprive them of their spontaneity and naturalness and so of more than half their value. They should, however, be taken cognizance of, and the man who augments his work in the class-room and laboratory by valuable human or business training, through participation in recognized student activities, should find that fact entered to his credit upon the college records. It has been found possible and helpful to allow students participating in certain beneficial outdoor sports and games to make good in that way the requirement of formal work in the gymnasium. Why cannot the same principle be applied to the successful experience which a student may have in the organization and conduct of one of the students' own undertakings?

It is not enough to reply that these undertakings lie outside the formal program of studies. That is only to say that the formal program of studies is itself too narrow and does not touch all sides of the student's life and spur on all of his ambitions. Perhaps if the colleges were to take more interest in what the student likes to do out of class and would

show some appreciation of his success in that field, he in turn would reciprocate by following his teachers and guides more eagerly into the intellectual paths of enjoyment and training whither they would lead him. There is certainly a suggestion here which may some day bear fruit in a fuller recognition of the educational value to the student of the life that he lives while he is a college undergraduate.

The division of the non-professional graduate instruction at Columbia between three faculties—those of Political Science, Philosophy and Pure Science—is novel and unusual. Administration of the Graduate From a theoretical standpoint, this division into three faculties has often been criticised. It represents, however, the result of a distinct historical evolution, and in practice it has been found to work well. It is probably true that more rapid progress has been made in the development of graduate instruction at Columbia because of the existence of the three faculties named than would have been possible under other conditions.

A weakness of the division of the non-professional graduate work among three faculties has been the fact that it made possible, and almost required, three separate and not always uniform systems of administering what is one and the same thing, namely, candidacy for a higher degree. There have been three Deans, three separate forms of records and reports for graduate students, and no little duplication of labor, because of the fact that so many graduate students pursue their studies in a way that brings them under the jurisdiction of more than one of these three faculties.

It had become obvious that if it were possible to unify the administrative work of these three faculties, all of the advantages sought by those who advocate a fusion of the faculties could be had without the embarrassments and disadvantages which might arise from such fusion. At the beginning of the year under review, the total membership of these three faculties had reached 124, and, apart from all other considerations, a body with a membership so numerous could hardly be either homogeneous or efficient. It would not have been easy-indeed, it would not have been possible—to unify the administration of the three graduate faculties had not the incumbents of the offices of Dean been generous and largeminded scholars who sought first only the good of the University. On the matter being presented to them, Professor Perry, Dean of the Faculty of Philosophy since 1901, and Professor Hallock, Dean of the Faculty of Pure Science since 1906, voluntarily offered to withdraw from their Deanships in order that their senior as Dean, Professor Burgess, Dean of the Faculty of Political Science since 1890, might be appointed to succeed them, and so unify in his own person the administrative work under the jurisdiction of the three legislative bodies or faculties. Professor Burgess himself was willing to undertake this new task, and he was appointed to it and entered upon the discharge of his new duties on April 1, 1909. At the same time, Professor Carpenter was designated Associate Dean of the three graduate faculties, in order that the routine work of the office might be divided, and also to enable the Dean to feel free to come and go from time to time as he might

think useful or important in connection with his work.

In order to give support and effectiveness to this plan of administrative unification, the Trustees invited the three faculties concerned to designate standing Committees on Instruction, which committees might serve, in a sense, as executive committees of the several faculties and as advisers to the Dean in respect to the work of the faculties which they severally represent. It is a pleasure to record the fact that in entering upon their new task Professor Burgess and Professor Carpenter have had the cordial support and sympathy of their colleagues and that the standing Committees on Instruction are proving exceedingly useful in conducting the business entrusted to them by the faculties. One advantage of the new plan is that it will in time reduce very much the administrative labors of heads of departments and other teaching officers by concentrating the entire work of the registration of students in the offices of the Dean. In this way one more step will be taken toward relieving the teaching staff of clerical and administrative service, leaving them still freer for the work of teaching and research which is their primary duty.

A department is an arbitrary division of the field of knowledge based in part upon traditional classifications and separations and in part upon immediate convenience. By University law, all departments at Columbia extend over the whole University. The Department of English, for example, includes the teachers of English in

Columbia College, those in Barnard College, those in Teachers College, and those in the graduate School of Philosophy. As yet not many of the departments have seen clearly the advantage that would come to them and their work by seizing the opportunity thus presented of studying and knowing from many points of view and in different phases the educational problems connected with that portion of the field of knowledge committed to them. A department, if truly efficient and well organized, should meet frequently for conference and interchange of views, and all its members should be well informed of any action proposed in its name in any Faculty of the University. Indeed, thoroughly good administration would require that when an individual officer brings forward a proposal in any given Faculty, he should state either that it has the approval and support of the department to which he belongs, or that, failing to secure such approval and support, he brings it forward on his own initiative. Every faculty is entitled to know by what and what kind of authority any important proposal requiring action or an expression of opinion is submitted to it. Two or three departments have now reached a really effective organization and are dealing with problems of teaching and research as they arise with singular skill and power. Others lag behind. That type of individualism which runs rather into idiosyncrasy than into common service is very strong among academic teachers, and where it dominates academic work that work is less well organized and less well performed than elsewhere. Time and the gentle pressure of reasonableness must be trusted to improve these conditions. They cannot be remedied

by academic legislation and they cannot be remedied all at once. Men must be led to see, by the example of those about them, how better to do what they think is already being done as well as possible.

It is vitally important always and everywhere to be on guard against the domination of the mechanical. the bookkeeping, and the accounting The Mechanical element in education. Nothing is easier Education than to permit students and teachers alike to gain the impression that before obtaining a degree or an academic honor one has only to complete so many subjects, to attend so many hours, or to win so many points. Machinery for measurement and record is necessary, no doubt, but it is often more necessary that this machinery be not allowed to dominate the teaching or to gain control of the imagination of the teacher and the taught. There are those now busily instructing the public who seem to believe that it would be valuable to know the relative kilowatt power of a course in Latin prose composition and one in modern history. They display a nervous anxiety to measure the institutional voltage and to know the relative cost per capita of teaching Greek and anthropology. They appear to think that if only they can have access to Treasurer's reports and Registrar's statistics and rearrange them in some new and occult fashion, like men on a chess-board, higher education will at once be reformed and rise to new planes of achievement.

These are the delusions of the mechanicallyminded. They are related to the fancies of the devotee of perpetual motion and they shut out from

sane contemplation the desperately human problem of education. There is really only one fundamental problem in higher education, and that is to find the teacher. Our own University needs teachers of several sorts. It needs teachers, sympathetic, patient, unselfishly devoted, who will enter into the life and the hopes of those younger students who have but just crossed the line which separates college from secondary school, who will not put off the timid inquirer and seeker after their friendship with impatient word or gesture or with the blunt assertion that they are interested in something other than the education of young men. Then we need teachers of a different kind. We need men, whether young, middle-aged or old, who have that peculiar zeal for knowledge and that special skill in seeking it which carries them out to the frontiers of the already known, drawing after them little groups of earnest students who, like their teachers, are impatient to share the delights of discovery. When a University finds men like these, it has gotten on the track of how to provide higher education for both college and university students. Until it finds them, no university is much more than a business corporation, and while it is in that state the mechanically-minded may be permitted to do with it as they will.

The steady increase in rentals in the neighborhood of the University, and the success which has attended Professors' the building of residence halls for students, suggest that the time has come when a study may profitably be made of the problem of providing, either on the University grounds or in

their immediate vicinity, an apartment house planned and built for the use of members of the teaching staff. If a sufficient number of professors and their families are prepared to rent apartments in such a building. it is hardly to be doubted that it can be planned in a way to provide more suitable and more ample accommodation than can ordinarily be had for a given rental, and also to give to a number of the academic staff the opportunity to reside in the immediate vicinity of the University and so to share more completely in its many-sided life. A university scholar does but a small part of his duty in the class-room or in the laboratory. He does much by voice and by pen; but there still remains much for him to do by personal contact with men and by frequent and familiar participation in the life of New York. The scholars resident and at work in the city should be as familiar figures in places where men congregate as are the great financiers, the leading men of letters, and the best-known captains of industry. Only by bringing about such a result can we hope to impress the mind and the imagination of the community with the true place of scholarship and science and that of their representatives. A suitable building, placed, perhaps, on the southwest corner of South Field, could be erected and maintained much as the residence halls for students are now maintained. The question is a many-sided one, but the economic and social interests of the professors, as well as the larger interests of the University itself, require that it be considered with the utmost care before such a procedure is dismissed as impracticable.

The Summer Session of 1909 surpassed all earlier records both for size and for efficiency. The total summer registration reached 1,949 and indicates Session conclusively that the Summer Session has been organized upon a sound basis and that its increasingly close correlation with the work of the University during the winter and the spring terms is helpful and wise. It is the unanimous testimony of Summer Session instructors that the students are devoted and interested to an extent and in a degree that is quite unusual. It may be taken for granted that the Summer Session has entered permanently into the life of the University and that it will go forward to increasing usefulness from year to year.

While the size of the Summer Session is a matter for satisfaction and congratulation, yet size itself would mean little or nothing if the testimony were not abundant that the work of the Summer Session is of high quality. From the Middle West and from the South, in particular, there come each year to Columbia for the six weeks' summer term a large body of devoted and scholarly students who are intent upon getting the best that the University can offer. The measure of their satisfaction is to be found in the fact that they return to Columbia again and again.

Under the extremely efficient administration of Professor Brewster as Acting Dean, Barnard College has had a prosperous year. The scholarly work of the College is steadily becoming better known and more widely appreciated, and the attendance of students continues to increase. Barnard College is fortunate in many ways. If its

administration continues on the sound and broad lines that are now being followed, there can be no question as to the commanding position that it will occupy before many years have passed. It has the very great advantage of a situation in the city of New York. Its membership in the University insures to it a higher level of intellectual capacity on the part of the teaching staff, as well as greater educational advantages in general, than are likely to be found in a separate woman's college. Having a Faculty of its own, it is able to unite to these advantages the strength and power that come from an increasingly intense institutional life and a steadily deepening institutional loyalty. The principle of providing for Barnard College a separate Faculty with the highest intellectual standards should never be lost sight of. When the College was small and in its beginnings, it would have been unwise to attempt to establish separate and independent chairs for the instruction of women students of collegiate grade. But the time has now come when it is increasingly necessary to furnish at Barnard College professors and instructors whose work lies wholly there and whose chief or sole academic service is to Barnard College. Steady progress has been made during recent years in applying this principle. Speaking generally, it may be said that it now finds illustration in the Departments of Botany, Chemistry, Classical Philology, Economics, English, Philosophy, Physics and Zoölogy. As rapidly as possible, the same policy should be followed in the remaining departments. The most prosperous and effective departments at Barnard are and have been, those which have good teachers of high grade

who do most or all of their work in Barnard College.

Barnard has need at once of an additional building which may provide not only a gymnasium and rooms for rest and study, but class-rooms for the work of those departments that are being pushed more and more to the wall as the pressure upon the space in the present buildings increases. But an even greater need at Barnard is a sufficient increase in the endowment fund to enable the Trustees to pay more adequate salaries to the distinctively Barnard College professors and instructors. When this has been accomplished and a separate Barnard College Faculty built up in its entirety, then the educational problem at Barnard will have been carried far forward toward solution and the task of the Trustees will be chiefly one of providing for new needs as time presents them.

During the year the Trustees of Teachers College have taken an important step in providing a retirement fund for the benefit of those Teachers College officers on the staff of the College and its schools who, not holding University appointments, are not entitled to retirement under the provisions of the Carnegie Foundation for the Advancement of Teaching. This retirement fund, which is to be created in part by contributions from those eligible to participate in its benefits, but more largely by appropriations from the income of the College, and, it is hoped, by special donations and legacies, will, it is certain, serve a most useful purpose. A standard has been set in this matter which other institutions of nonuniversity grade may well endeavor to follow.

The most important event of the year is the completion of the plans for the administration of a new School of Household Arts. This school is primarily designed to train teachers of all grades in the special fields of the household arts and sciences. It is now splendidly cared for in the new building specially designed and equipped for the purpose. The work is organized on a strictly scientific basis and serves to illustrate how partial and one-sided have been the criticisms of those who have held to the opinion that the field covered by the School of Household Arts could not be developed effectively on a high educational plane.

During the year Whittier Hall came into possession of the College by gift and represents an addition to the College property of nearly a million dollars, subject to a mortgage of a little more than half of that amount. As the College continues to prosper and the obligation resting on Whittier Hall is removed, this generous gift will prove to be of the greatest assistance to the College, as it is, to all intents and purposes, an increase in the endowment fund.

The Dean of the College of Pharmacy points out in his report the transition stage through which the calling of pharmacist and pharmaceutical chemist is passing because of the struggle to raise the standards of the education, both general and professional, which pharmacists and pharmaceutical chemists are required to have. It is a satisfaction to be told that students are generally beginning to turn toward the institutions in which the higher requirements are imposed and that

there is also a tendency to carry on studies in this field to a point beyond that fixed by the Pharmacy Law of the State of New York. These are most hopeful signs, and that the College of Pharmacy has been a leader in the movement whose progress they mark is a cause of great satisfaction.

Mr. F. Augustus Schermerhorn, of the Class of 1868, elected a member of the Board of Trustees in 1877, offered his resignation on November 2, 1908. Mr. Schermerhorn, who was at the time of his resignation the senior Trustee in service, withdrew to the great regret of his colleagues. His long, faithful, and most generous service to Columbia will never be forgotten, and in retiring from the Trustees he has in nowise diminished his interest in Columbia and his concern for her welfare.

At the close of the year, Professors John G. Curtis and T. Mitchell Prudden, of the Medical Faculty, applied for retiring allowances and withdrew from active service. Both Professor Curtis, whose first academic service dated from 1870, and Professor Prudden, who became associated with the Medical School in 1882, have long been among the most conspicuous and distinguished figures in the University. Both had seen long and faithful service as teachers. and both had made important contributions to the literature of the sciences to which, respectively, they devoted their lives. It is a fortunate circumstance that they are enabled to withdraw from the laborious duties which active academic service involves to enjoy a richly earned rest while, it is hoped, many years of usefulness still lie before them.

During the period since July 1, 1908, the losses of the University through death have been exceptionally numerous and severe.

On February 15, 1909, Edward University Officers Mitchell, of the Class of 1861, a member of the Board of Trustees since 1880, died after a long illness, in the sixty-seventh year of his age. Mr. Mitchell represented the highest type of citizenship and of devotion to the College of his youth. He inherited a love of Columbia and a desire to serve her from his father, and during his long and conspicuous service on the Trustees, his patient, devoted and generous labors for Columbia's every interest were in high degree noteworthy. He saw service upon all of the important committees of the Trustees, and during the last few anxious years of financial stringency and rapid educational expansion, he contributed, from his place on the Committees on Finance and Education, in no small degree to the successful solution of the difficult problems that confronted the University. The passing of Mr. Mitchell leaves a gap in our ranks that will not be soon or easily filled.

Just as the year drew to its close, on June 25, 1909, John Crosby Brown, of the Class of 1859, died at his home in Orange, New Jersey. He had served as a Trustee since 1885 and had taken an active part in administering the property of the University. Mr. Brown touched New York at many points, and his wide and varied intellectual and philanthropic interests made him a leading figure in the city's life. As President of the Union Theological Seminary, he took the deepest interest in the development of the work of that institution and looked for-

ward with confidence to a still closer and more intimate relationship between it and the University after its occupancy of the new home which he so wisely planned, but was not permitted to see completed.

A. Brayton Ball, M.D., Emeritus Professor of Clinical Medicine, died suddenly on October 24, 1908, in the sixty-ninth year of his age. Dr. Ball had served the College of Physicians and Surgeons since 1870, and from 1897 to 1905, when he retired as Emeritus Professor, he gave important instruction as Professor of Clinical Medicine. In his profession he stood in the front rank and his loyalty to the high cause which he served was never questioned.

Andrew J. McCosh, M.D., LL.D., Professor of Clinical Surgery, died at the height of his usefulness and influence on December 2, 1908, as the result of a shocking accident, aged fifty years. Standing as he did in the very front rank of American surgeons, and with a most unusual equipment of temperament and skill for the service both of the public and of medical science, the loss of Dr. McCosh in the prime of life is doubly severe and deeply painful to his friends and colleagues.

William Tillinghast Bull, A.M., M.D., Emeritus Professor of Surgery, died at the Isle of Hope, Savannah, Georgia, on February 22, 1909, in the sixtieth year of his age. Dr. Bull's long and successful professional career in New York had been in close association with the College of Physicians and Surgeons, from which he was graduated with honors in 1872. Dr. Bull's rare skill, delightful personality, and high conception of his professional duty deservedly won for him a place at the head of his profession,

as well as the warm regard of the community in which he lived so long.

At St. Luke's Hospital, on March 29, 1909, James Hulme Canfield, LL.D., Litt.D., Librarian of the University, passed away in the very fulness of his most extraordinary power and usefulness, having just completed his sixty-second year. His death was the result of apoplexy, superinduced by the shock of an accident, but the foundations for which had been laid in his system by long years of too excessive devotion to the important duties which devolved upon him in one responsible position after another. No member of the University touched its life at more points or more effectively than did Dr. Canfield. When he came to Columbia ten years ago he had justly gained an enviable reputation as scholar, as educational administrator and as good citizen. The wide sympathy and full experience which his active life had developed he put fully and freely at the service of Columbia, and no one labored more earnestly for her advancement and her highest good than did he. Dr. Canfield was not, in the ordinary sense, a Librarian, but rather a great personality presiding over the Library. At Dr. Canfield's own request the funeral service took place in St. Paul's Chapel, conducted by the Chaplain of the University. His body was borne from Columbia for the last time, as he wished it to be, by student members of the University that he had served so faithfully and so well.

On April 8, 1909, after a short illness, recovery from which had been confidently hoped for, George Rice Carpenter, D.C.L., Professor of Rhetoric and English Composition, died at his home in the

forty-sixth year of his age. Professor Carpenter was graduated from Harvard College in 1886, and after two years of study abroad began academic service as an instructor in Harvard University. In 1890 he was appointed Associate Professor in the Massachusetts Institute of Technology, where he served until his appointment as professor in Columbia University in To Professor Carpenter, more than to any other single man, is due the reorganization, on its present highly efficient basis, of the Department of English and the reconstruction and co-ordination of the courses offered in the English language and literature. Professor Carpenter was a catholic and profound scholar, as well as a devoted University His contributions to literature are both numerous and important—one, a study of Whitman, having come from the press after his fatal illness overtook him. Professor Carpenter was in the very height of his academic usefulness. As chairman of the Committee on Instruction of the Faculty of Columbia College, he had undertaken during the past two years the difficult and laborious task of revising and improving the undergraduate administration and instruction, and his labors had been crowned with the affectionate regard of the students and with the increasing confidence and respect of his colleagues and Ever since his return from a year's associates. absence on leave in 1906-7, Professor Carpenter had expressed his intention of devoting the rest of his life to his work in Columbia College, and to assisting the development of a sound undergraduate system of teaching and discipline. His loss just at this time seems irreparable.

For the third time in less than three weeks, the University was called upon to mourn the loss of a member of its staff when, on April 15, 1909, Frank Leo Tufts, Ph.D., Adjunct Professor of Physics, was killed instantaneously, in the thirty-ninth year of his age, by an electric shock, while performing expert service for the city of Bayonne, New Jersey. Professor Tufts had been in the service of Columbia University since 1897, and owing to his usefulness in the laboratory and his success as a teacher, had risen to the rank of Adjunct Professor and was looked upon as having a future of steadily increasing distinction. He entered heartily into every phase of the University's activity, and will be greatly missed in his department and in the Faculties of which he was a member.

Edward T. Boag, who retired from active service as Registrar at the College of Physicians and Surgeons on June 30 last, was accidentally drowned while boating in the Adirondacks on August 18, 1909. Mr. Boag had for forty-one years served the College of Physicians and Surgeons faithfully, and in accepting a retiring allowance at the close of the academic year, had looked forward to enjoying a well-earned period of leisure. Mr. Boag was a faithful and loyal University servant.

On September 14, 1909, Charles F. McKim, Litt.D., Director of Atelier, died after a long illness, in the sixty-third year of his age. This is not the place to attempt to record Mr. McKim's important service to Columbia University. It must be sufficient to give all too brief expression to the sense of grief and loss which attends the passing of one whose genius,

artistic skill and human sympathy were so freely and gladly at the service of Columbia. Its noble buildings must always remain, as he believed them to be, his chief monument.

NICHOLAS MURRAY BUTLER,

President

November 1, 1909

# COLUMBIA COLLEGE

### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

STR:

I beg to submit herewith my report on the College for the academic year ending June 30, 1909.

Certain statistical information usually contained in this report will be found in the report of the Registrar.

As a result of inquiries set on foot last year into the relations between the College and the Secondary Schools, and of further inquiries made this year by a special committee into the same general subject, a committee was appointed "to displace

and discharge the functions of the present
University Committee on Entrance Examinations and the Committees on Admission of

Columbia College, Barnard College and the Schools of Mines, Engineering and Chemistry." This committee, styled Committee on Undergraduate Admission, consists of "three representatives each from Columbia College, Barnard College and from the Schools of Mines, Engineering and Chemistry; one each from the Schools of Fine Arts, the College of Pharmacy, and the College of Physicians and Surgeons so long as this is upon an undergraduate basis, and of the Professor of Secondary Education at Teachers College." The Chairman is a newly appointed officer, with the rank of adjunct professor, whose specific duty it is, and indeed his entire duty with the exception of three hours a week of undergraduate instruction, to administer the affairs of the committee.

The institution of this committee is of significance and importance to the College, and may be made of substantial benefit to it.

The Chairman of the Committee will have time and opportunity, and it will be his duty, to confer with secondary school teachers, to familiarize himself with the methods, and their effectiveness, employed in the preparatory schools which send, or may send, their pupils to Columbia, to acquaint himself, so far as may be, with the character and proficiency of candidates for admission and, particularly, of those about whose qualifications for entrance there is any doubt. Through his instrumentality, the character and purpose of a collegiate course of study may be made more fully known and generally understood, there may be brought about more intimate and cordial relations between preparatory schools and the College, a clearer understanding of the requirements for admission, of the reasons for them, of their proper fulfilment and their adjustment to early college courses, and of the grounds of admission "on condition."

That candidates who do not satisfy the stated requirements for admission are, in some cases, admitted, has been made use of to reflect unfavorably upon the frankness and entire honesty of the college administration in this regard. The adverse reflection is not warranted and must be due to lack of exact knowledge. The stated requirements for the admission of candidates for a degree are what they purport to be, and must be satisfied before a student's full matriculation. No such candidate, deficient in one or more of the entrance requirements, is admitted unless, in the deliberate judgment of the officer or committee in charge, his deficiency is such that, with fair ability and industry which he is believed to possess, he can, without falling behind in the regular studies of his class, make good his deficiency within a reasonable time. Some candidates have doubtless been admitted, and some rejected. about whose ability and industry mistakes have been madehumanum est errare. But the history of conditional admissions in Columbia justifies, in my opinion, the statement that the errors have been comparatively few, and that such admission has been stimulating and beneficial to many young men without being prejudicial to the scholarship and standing of the College.

The activities of the committee, and particularly of its chairman with the power and responsibility put upon him, may be of further value to the College in connection with its intimate associate, the Schools of Mines, Engineering and Chemistry. A uniform standard of admission to them, in all subjects that are common, may and doubtless will be enforced, to their mutual advantage; and, also to their common benefit, the time may be hastened when the two earlier years of the schools of applied science shall be put, as they might properly and profitably be put, in the College, leaving those schools free to develop, more at leisure and more fully, the purely technical and professional subjects which they were formed to promote and to teach, and in which they have gained so enviable a reputation. Such a result would serve to differentiate more clearly the purposes of the College from those of the professional school, the subjects relegated to it being fundamental in their character and taught with reference to their effect in general training and accomplishment, practice in their respective technical uses being confided to the technical departments concerned.

The plan to which I referred in my report of last year, as to student absences from duty, was formulated, adopted by the Faculty in February last and put into immediate operation. In substance it is as follows:

A student may be absent without penalty from ten per cent. of the exercises in any course. In case this limit is exceeded,

a student receiving a grade of D shall not be entitled to credit toward a degree for that course; a student receiving a grade of C or

Student Absences

higher may submit a statement showing the cause of each absence. If, in the judgment of the Committee on Instruction, these causes were imperative, full or partial credit for the course may be assigned by the Dean upon the recommendation of the committee, in accordance with the extent of the student's absences and the standing attained in the course.

By this regulation, a student's attention is called, more forc-

ibly than under the regulation which it replaces, to the consequences of his own acts with regard to attendance; he is given a larger sense of personal responsibility; and a serious difficulty, heretofore experienced, is obviated, a difficulty which occasioned some injustice and frequent resentment, that of being obliged to give full credit for a course or none at all. In doing away with the laborious and necessarily hasty and imperfect examination of students as to their excess of absences, in the week prior to the mid-year and final examinations, it has removed from both officers and students a great deal of fruitless trouble and needless vexation. It appears to have effected a reduction in the number of absences, and has made practicable a more equitable and satisfactory assignment of credits. It has been received on all sides with much favor. The students say of it in their daily paper:

We know that the College Faculty, and particularly the Committee on Instruction, have been working for some time to evolve a substitute for the bothersome debar system now in force. It is with no small degree of pleasure, therefore, that we welcome the happy result of their deliberations. It was obviously unwise to continue a system so impractical that its enforcement was almost impossible, and one containing in it so much unfairness. Under the new system, a student is still allowed ten per cent. cuts, but his attendance at the examination is not determined by them. Rather he is allowed to prove his efficiency and knowledge to the best of his ability, and faculty action on excuses for overcuts is based on the record so made.

. . . To sum up—this new ruling is fair for all—the good students as well as the man who loafs.

The system of compulsory advisers to students has now been in operation a year and a half. The supervision of the election and arrangement of a student's proposed course of study for each half year by the

adviser assigned to him, and subsequently by the Committee on Instruction, before being sent to the Dean for approval, has acted beneficially. While the studies of the first year and, in a less degree, those of the second year, are largely obligatory, a certain latitude is permissible, both as to such subjects as may be selected and as to the arrangement of such as are prescribed. The desires of young

students, which are often vague, and their purposes, which are not infrequently ill defined and superficially considered, need for their proper definition, correction and direction, the counsel and persuasion of an experienced officer. That the course of study agreed upon by the student and his individual adviser must be submitted to the Committee on Instruction for further revision, is, I think, a wise provision. The Committee on Instruction has in mind, as individual advisers may not have, the emphasizing of strictly college studies for college students. The "combined course," by its apparent advantage in securing "quick results," by the prominence given to it in the College and other Announcements of the University, and through the general restlessness and hurry of present day life, has attracted what would seem to be undue attention. Such attention would, I believe, be detrimental to the interests of sound education if it should hinder, as it may, a proper consideration, by students and their responsible guardians, of the real purpose of collegiate training and study, and their efficacy in the equipment, for personal success and public usefulness, of professional as well as of non-professional men. The science and art of teaching have made great advances within a generation, as have also the general intelligence of the community and the demands of professional and business life. It may be that general training and preparation—the making of men out of boys, as has not inaptly been said-which is the business of the college, and specific training and preparation, which is the business of technical and professional schools, still need a better readjustment as to the time that may profitably be given to each. The readjustment made in Columbia, for those who desire it, is in effect—two or three years in the College required of candidates for an academic degree and two additional years or one, as the case may be in one of the professional schools of the University. What should be done, and what I understand to be the desire and intent of the Committee on Instruction so far as its influence can be legitimately exercised, is to see that the years set apart for the College, whether they be two or more, shall be really used by the College for its own distinctive work.

The individual advisers have other duties that are more difficult of satisfactory discharge than the supervision of schedules of study. They must keep themselves acquainted with the scholastic standing of the students respectively assigned to them and with their extra curricular activities, and give such encouragement, admonition, exhortation, and advice as may, in their judgment, seem appropriate and likely to be beneficial. As the student is assigned to the officer (the wishes of each, if either has any, are consulted so far as may be practicable) and is expected to present himself to his adviser at least twice a month during the year (if he should not attend, he is to be sent for) it requires a great deal of tact on the part of the officer, and much good will on the part of the student, to prevent the relation from assuming a disciplinary character rather than one of confidence and friendly interest. It is quite possible that the surveillance is too constant and minute to be altogether serviceable to a college student as distinguished from a school boy. The time comes, sooner or later, when a youth must learn self-reliance, personal responsibility, a readiness to take the consequences of his own acts. If he has not learned them, in greater or less degree, before he enters upon active life, the cost of his lessons is likely to be high and may be ruinous. A very important function of the college, and one that sharply differentiates it from both the preparatory school and the university, is the teaching of precisely those lessons of reliance and responsibility. The instruction should begin at entrance and continue through the college course. It is within my personal observation and experience, that the most valuable lesson taught a young student, in his first connection with the college, has been learned by him because of his being found deficient in one or more subjects at the end of his first half year or year of college life. Before entering college, he had been, at school, constantly and carefully looked after, his neglect to "get his lessons" had been "punished," by being remonstrated with by the principal, by being "kept in," by being reported to his responsible guardian, or in some other way. He now finds himself without this unintermittent supervision, he enjoys his new found liberty, makes too much of it, and, in good time, meets

with disaster. His pride is wounded, his self-esteem is touched, his family are mortified and disappointed in him, and he has no excuse to offer except one that humiliates him. His sense of manhood is awakened, he learns that by so much as he has personal liberty, by that much has he personal responsibility; the transformation, which it is the peculiar duty of the college to effect so far as may be has timely begun, and it is the fault of the college and its teaching staff if it does not continue throughout his course. And vet it goes without saving, that a college student should have careful supervision and direction, particularly in his first two years. Such supervision and direction are the less repellant to his self-respect and selflove, and in the end much more beneficial, the less obtrusive they are made. The proper and natural officer to give them in any subject is the instructor in that subject. It is the business, as it is the privilege, of an instructor to watch carefully every student committed to him, to note his failings and use his position and influence to correct them, to note his excellences and commend them. He can and should establish close relations with those with whom he has to deal, by his contact with them in the classroom, and by association elsewhere as opportunities occur or may be made. If an instructor does not make use of the relations that exist between him and his students to admonish where necessary, to encourage where possible, to give timely counsel as occasion serves, and so build up a natural relation of adviser and advisee, he is so far an unsatisfactory college instructor. Out of the numerous general advisers thus potentially provided for every student, the principle of natural selection may be depended upon to effect the most salutary individual connections.

Confidence begets confidence. The general student body responds to demands judiciously and tactfully made upon its self-control and direction. It is interesting to note, in this relation, the increasing influence among the students, in the settlement of many of their affairs, of the Board of Student Representatives, and the awakening interest of Chapter Houses in the scholarship and conduct of their respective members. The cultivation and extension of such influence and interest are

worthy of careful attention and constant effort as elements of great educative value.

The weakness in certain particulars of the scheme of individual advisers to students assigned them has been quite as illuminating as its strength in others. Altogether, the plan has been of conspicuous service in calling renewed and particular attention to the purposes of college life and modes of effecting them, to the duties of instructors other than simple instruction in a given subject, and of profitable ways of enlarging the influence of the college in the making of industrious, thoughtful and responsible men.

In common with the College at large, the Committee on Instruction has to mourn the loss by death of its chairman,

Professor George R. Carpenter. His labors Prof. were unstinted and freely given, and valu-Carpenter able results were achieved through his instrumentality. Not long before his lamented death, he reported that, after a year of close attention and arduous work. his committee had largely rectified the irregularities and deficiencies which fell within its scope, and expressed the desire and expectation that the further deliberations of the committee would be concerned chiefly with constructive suggestion and legislation. He had in mind the advancement of the College as such, the strengthening of its programme of studies and particularly of the curriculum leading to the academic degree of Bachelor of Science, and, in general, the forwarding of a better adaptation of curricular requirements to the conditions and demands of modern society. In a minute adopted by them, the Department of English and the Division of Modern Languages and Literatures say of him: "Though dying at the comparatively early age of forty-five, he accomplished a great amount of work, as the list of his publications shows, was widely recognized as a leader in education, was among the most thorough and stimulating of our scholars, and was in all respects a great teacher. Efficiency and common sense were united in him with a high degree of charm of personality and modest nobility of mind. Had his life been spared, it is likely that he would have gone on much further; for his work tended always to become broader, his interests became continually more and more human, and his writing grew constantly in grace and strength. He was a very distinguished member of this community and his loss is not likely soon to be made good." As Dean, I was brought into close relations with him as chairman of the Committee on Instruction. I had every opportunity to observe his earnestness in the work intrusted to him, was encouraged by his cordial co-operation in the intricate work of the college, and deeply deplore, on personal no less than on official grounds, his all too early departure from the sphere of his devoted labors.

Respectfully submitted,

J. H. VAN AMRINGE,

Dean.

## SCHOOL OF LAW

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

#### STR:

I have the honor to submit the following report of the condition of the School of Law for the academic year ending June 30, 1909.

The number of students registered in the School during the year has been 358, distributed as follows:

•		
	Third Year—Class of 1909	72
	Second Year—Class of 1910	104
Registration	First Year—Class of 1911	139
	Non-matriculated students	43
	_	358

The figures for the First Year class include 28 qualified seniors in Columbia College, five men admitted on evidence of academic training equivalent to that represented by an academic degree and 102 graduates of approved colleges. The Second year class included ten men admitted to advanced standing from other law schools and the Third year class two men so admitted. Of the 43 men rated as non-matriculated students, 26 were special students in the strict sense of the term, taking one or more courses, usually to supplement a legal education obtained elsewhere. Six of these had obtained the degree of LL.B. at Columbia or in other law schools and 12 had the A.B. degree or an academic education equivalent to that represented by that degree. The eight who had neither degree were mature men, usually with two or three years of col-

lege work to their credit. The remaining 17 non-matriculants, who were virtually candidates for the degree of LL.B., represented various grades of proficiency. Three had the equipment represented by the college degree and the others were admitted on the ground of their maturity and superior qualifications for the study of law. It should be noted, as bearing on the value of this class of students to the Law School, that of the 26 special students only seven completed the year's work, and that of the 17 non-matriculates who may be classified as regular students, six dropped out at or before the end of the first half-year, while of the remaining eleven only three made a creditable showing on the year's work.

It is gratifying to be able to record that the falling off in attendance consequent upon the recent raising of the standard of admission has been checked and the normal growth of the School resumed under more satisfying conditions than those to which it owed its previous expansion. As appears from the foregoing statement, the total enrollment during the past year was 358 as compared with 269 in 1907-08, a gain of 89 men, or 33 per cent. The increase is to be accounted for partly by the fact that a larger proportion of the First Year class of last year returned this year (82½ per cent. as against 71 per cent. last year), partly by the increased number of college seniors electing the law course and partly by the large increase in the number of non-matriculated students. That this element is not an unmixed gain to the School has been indicated in the statistics given above. But by far the greatest element in the gain recorded appears to be due to a natural extension of the influence of the School among the smaller colleges of the West. This appears from the fact that 58 colleges were represented among the new students as compared with 48 during the preceding year.

The final examinations for the year which has just closed were taken by 319 students. Of the graduating class of 72 men, 71 took final examinations for the degree of LL.B., and of these 67 passed successfully, a record of proficiency which has never been surpassed in the history of the School. Four

former members of the School, who had completed the requisite number of courses, but had for various reasons failed to graduate with the classes to which they respectively belonged, also presented themselves for examination in the subjects in which they were deficient and of these two passed satisfactory examinations, making a total of 69 candidates upon whom the degree of Bachelor of Laws was conferred at Commencement. No candidates appeared for the degree of Master of Laws. The Charles Bathgate Beck Prize Scholarship, awarded to the member of the First Year Class who shall pass the best examination in the law of Real Property, was conferred on Wilder Goodwin, A.B. (Harvard). No competitor presented himself for the E. B. Convers Prize.

The courses given under the auspices of the Faculty of Law, the names of the instructors by whom they were given, the number of lectures per week in each subject and the number of students taking the several courses are preserved in convenient form in the office of the Registrar.

The only changes in the force of instruction during the past year have been those rendered necessary by the continued absence on leave of Professor John Bassett Moore and by the resumption of the courses in Administrative Law, the law of Taxation and of Municipal Corporations by Professor Goodnow. Professor Moore's course in International Law has been acceptably given by Professor George Winfield Scott, who will continue to conduct it during the year 1909-10.

The appointment of William D. Guthrie, M.A., of the New York Bar as Professor of Law and of Arthur L. Smith, M.A., of Balliol College, Oxford, England, as Carpentier lecturer for the year 1909-10 are the most important and promising educational events that I have to chronicle. Mr. Guthrie's brilliant career as a constitutional lawyer and, more particularly, his connection with most of the important cases which have been before the Supreme Court of the United States in recent years mark him as a man peculiarly fitted to supplement from the side of practical experience the regular work of instruction in Constitutional Law. Mr. Guthrie gave a brief course of pub-

lic lectures during the past year on The Judicial Power under the Constitution of the United States. During the coming year he will give a regular course of instruction to the more advanced students in the Law School, on that subject, running through the second half year.

Professor Smith's work as an expounder of history and society from the legal point of view has given him an international reputation. His lectures, which will be given in the first half-year, should prove a liberalizing influence in connection with the professional study of law at Columbia.

The other changes indicated for next year are principally those which result from Professor Burgess's contemplated absence on leave during the academic year and that of Professor Burdick during the second half-year. Professor Burgess's course in Constitutional Law will be given by Professor Frank J. Goodnow, who will hereafter alternate his courses on Taxation and the Law of Officers. Professor Burdick's course in Negotiable Paper will be omitted in 1909-10 and will be given to the second and third year classes the following year. For the next year the courses in Sales and Partnership become three hour courses running for half a year each. The course in Mortgages will be given by Professor Kirchwey.

The absence of Professor Burdick during the second halfyear makes it convenient to try an experiment which has long been under consideration by the Law Faculty: Concentration that, namely, of concentrating the work of a of Work given course, now extending over an entire year, into a half-year. In this way Professor Burdick's course in Torts will be given at the rate of four hours a week and Partnership and Sales at the rate of three hours a week, during the first half year, Professor Kirchwey's course in First Year Property at the rate of four hours per week, during the second half-year, and Professor Abbott's courses in Second and Third Year Equity at the rate of three hours a week for half a year each. These changes are not only interesting from an educational point of view, as involving a concentration of the attention of the students on a smaller number of subjects at one and the same time, but prepare the way for the ultimate adoption in the Law School of the plan, recommended by the University Council, of putting the entire work of the Law School on a half-year basis, with the view of facilitating the admission and graduation of students at the end of the first semester as well as at the close of the academic year.

Other important aspects of the work of the Law School which might otherwise properly find place in this report have been so fully presented in the report recently submitted to the Trustees by the University Council that it is unnecessary to do more than refer to them in this place.

In conclusion I would report that the work of the year just brought to a close has been highly successful, the student body coöperating earnestly and diligently with the Faculty in carrying it on.

Respectfully submitted,
George W. Kirchwey,
Dean.

# COLLEGE OF PHYSICIANS AND SURGEONS

#### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

I have the honor to report that the College of Physicians and Surgeons has completed a successful year. The policy of admitting students to advanced standing without the rigid and almost prohibitive requirement of an examination test in every subject has proven itself a justifiable procedure. The former plan of demanding that a student should pass 14 or 29 examinations in ten days before he should be admitted to the third year, or fourth year class respectively, was presupposing a physical endurance and a mental discipline

which few could command. The administration of this question has been entrusted to a committee of the Faculty and the record of the

Admission to Advanced Standing

students admitted under this privilege has shown the wisdom of the plan. The Committee has taken a conservative view and have granted credit only to students who have taken their previous work in institutions of known standing and who have attained a creditable standard in that work.

By adopting this plan of recognizing the work of her sister universities at its face value, Columbia University has again taken the pioneer step in an important educational movement. When this plan has been recognized and adopted by other medical schools, it will be possible for students to travel from one center of medical teaching to another without loss of credits or of standing. The ideal of many medical educators that the German habit of academic migration with its broadening influence may be adopted in some degree by American universities of equal rank, will then have become an accomplished fact.

But this action has a more immediate result and one of great importance to New York as a center of medical teaching. It emphasizes the facts that New York is a great clinical center: that the multiplicity of its hospitals, both general and special, must attract hither the advanced students in medicine unless as heretofore an almost impassable barrier be maintained to keep them out; and that New York is, in consequence, destined to become a finishing school for the surplus students of the schools in smaller municipalities who would overcrowd the local hospitals and hinder by numbers alone the proper education of themselves and of their fellows by preventing the proper use of the limited clinical material available in smaller cities. The first two years of a medical course with their sciences allied to medicine and their studies in the theory of the art of medicine can be successfully pursued under any external environment. But the development of the future will concentrate more and more the clinical instruction in localities which possess large hospital establishments.

The absence of hospital facilities of an adequate nature to meet the requirements for clinical teaching is leading in certain localities to the foundation of medical Hospital schools whose curriculum comprises only the Conditions first two years of a medical course. Students from these colleges will seek larger centers of medical instruction to complete their education, and it will be a distinct hardship to these men if they are not accepted by State Boards and by the larger universities upon certification by the college of their previous residence. The foundation of such schools giving a course of the first two years in medicine is characteristic of certain State universities, especially in the West. The State Universities of Missouri, of North and South Dakota, of Oklahoma, Utah and Wisconsin, and in the South of West Virginia and Wake Forest College in North

Carolina, have established such departments. It is possible for these institutions to concentrate their work upon the scientific education preparatory to and included in the foundation studies of medical science.

In order that this natural development of its clinical opportunities may proceed in this city, it is necessary that the hospitals appreciate their possibilities in the domain of medical education. The whole organization of the medical staff of the hospitals of New York, and in fact in America generally, is based upon the theory that they are educational institutions. Except in the case of the purely scientific workers in the subsidiary branches of pathology, chemistry, bacteriology, and similar fields, the whole medical and surgical staff from the lowest Junior assistant to the Attending physicians and surgeons serve without any financial remuneration. It is not intended to belittle the motives of the profession which has given this care to the ill and maimed for many generations in return for the mere opportunity to study and to learn. But I wish to call attention to the conditions under which the medical profession do that charitable work which seems to appeal to the large majority of hospital managers and trustees as the important and often as the single reason for the existence of their hospital. The attention of those trustees should be directed to the inquiry whether in the first place the educational side of their corporate existence may not be more important than the charity which is a necessary accompaniment of that teaching function. And those trustees should consider if they are doing all the teaching, not only which is permissible in their several institutions, but also which may be essential to the medical care, under modern conditions, of the sick entrusted to their care.

A new point of view has taken root in certain hospitals in this city and a system of clinical clerks has been introduced in them. This new grade has been made a part of the organized hospital staff and the Clinical Clerks positions have been opened to fourth year medical students. The College of Physicians and Surgeons has so modified its curriculum that the fourth year student

can be allowed to follow these hospital services for two months at a time. It seems certain that the students of the college will secure in competition with the students of other schools at least a proportionate share of the places which are open to competition. The college is fortunate also in controlling these appointments in certain other hospitals where the whole staff is made up of instructors in the College.

Under these conditions it seems probable that every student will secure this valuable service during the next session. In the year just ended one-third of the graduating class were accommodated in this way. The medical services at the St. Luke's Hospital, the surgical services at the Presbyterian Hospital, and both the medical and surgical services at the German and Lincoln Hospitals have adopted this service with slight modifications of detail. The College can also control a similar service both medical and surgical on its division at Bellevue. It is hoped and believed that the advantages to the hospital of such a plan will appeal to other institutions and lead to its more universal adoption.

The extension of this system of clinical clerks to a large number of hospitals in New York will result in extending the period of service of each individual student Length of the to include more than the two months time Course which is now devoted to it. The final result will embrace at least a three months service in medical wards, a three months service in surgical wards, and a two months service in obstetrics. When this has been accomplished a fifth year will be added to the curriculum leading to the degree of Doctor of Medicine. This addition of a year will not, however, result in lengthening to any great extent the total time required for the education of the individual, because the period of interneship can then be reduced from the two to three and a half years now required in the various hospitals for interne service to a period of about eighteen months. The interne service in New York hospitals is sought by young medical men in order that they may secure the special advantages of the last six months of that time. It is requiring too long a preparation for such a six months experience to

demand a preliminary eighteen to twenty-four months service. The final result, therefore, will be perhaps to add a year's time to the student's education previous to his securing his Doctor's degree, but it will remove between six and eighteen months from the time now spent in post-graduate hospital work. In addition to this saving of time for the majority of students who take interneships, this plan will add at the loss of only eight months time to the education of all the students the advantages of an hospital interneship which now are enjoyed only by a part, although by a majority, of the graduates of the College of Physicians and Surgeons.

It is a pleasure to record that the pioneer work of Columbia University begun some nineteen years ago in another educational reform has been spreading with particu-

lar vigor during the past year. The question of saving time to the student of medicine has passed beyond the phase of being considered

Combined College and Medical Courses

a desirability. It is now very widely recognized as a necessity, not only by educators in medicine, but also both by the authorities of the larger universities and by those of many of the smaller literary colleges. The combined course has been established in many universities as between the school of arts or science and the school of medicine within the same corporation. The extension of the principle to include two institutions has been adopted by a few. Certain colleges of liberal arts have adopted the plan of extending optional privileges to fourth year students of a certain degree of excellence to be taken in the medical department of another university and to give that student his A.B. degree upon certification from the medical authorities that his year's work done in absentia as regards his college is of sufficiently high grade to warrant the degree. No university, however, has as yet accepted the reverse proposition to grant a Bachelor's degree in Arts or Science to any student who has come to that university with two or three years' credit in some other college of liberal arts, and who has completed in the university the professional options in medicine. That the combination course should be discriminated against as distinguished from the regular course in the school of arts does not seem to be based upon a logical foundation. But the prejudices of the older schools of liberal arts have not yet been overcome by the demands for recognition of the departments of liberal science at present located in the professional schools.

The position taken by Columbia University on these two subjects, the combined course and the addition of clerkships to the medical curriculum, will mark a progress in medical education tending to save valuable time to its students of medicine and is in line with the progressive work of other universities and of the Council on Medical Education of the American Medical Association. It is the firm belief of the Faculty of the College of Physicians and Surgeons that the universal realization of these two reforms will mark the final advance in requirements for the degree of Doctor of Medicine for a long period of years to come.

Changes in During the past year several changes have occurred in the College of Physicians and Surgeons, the result of death and resignation.

Dr. Andrew J. McCosh, LL.D., Professor of Clinical Surgery, and Dr. Carleton P. Flint, Instructor in Surgery, were both stricken down in the midst of an active career, as the result of accidents. Their loss has been keenly felt by the College. The death of Dr. William T. Bull, Emeritus Professor of Surgery, has been felt not only by the whole surgical world, but particularly by the College of Physicians and Surgeons, although Dr. Bull had retired from active teaching. The Faculty expressed their unanimous feeling in regard to the loss which the College had sustained by adopting the following resolution:

Resolved, That it is the unanimous opinion of this Faculty that by the untimely death of Dr. William T. Bull, the College of Physicians and Surgeons, the medical profession and the community at large have suffered an irreparable loss, and that as a great teacher and surgeon of world wide reputation, he was an honor to this Faculty, and by his skill and faultless judgment and by the inspiration he gave to others he did much to elevate American surgery to the high position it has attained, and that by his charity and generosity to the poor and unfortunate who came under his professional care, he endeared himself to all,

and that in his breadth and poise and withal his sympathy, loyalty and modesty he represented the highest type of true manhood.

The heads of three departments will retire from the active direction of the work at the end of the academic year: Dr. John G. Curtis, Professor of Physiology, the senior professor of the Faculty, and Dr. T. Mitchell Prudden, Professor of Pathology, applied for retirement under the Carnegie Foundation because of length of service. Dr. Walter B. James, Bard Professor of the Practice of Medicine, also expressed a desire to be relieved from the duties of routine administration in order that he might devote himself to clinical research in the Presbyterian Hospital. Dr. James therefore requested that he be transferred to a Chair of Clinical Medicine, and it is a pleasure to record that the College will not lose his services as a clinical teacher and his assistance in its deliberative councils.

The resignations of Drs. Curtis and Prudden will remove from the Faculty of the College two of its oldest and most faithful professors. They both stand for the development of the departments over which they presided from the earliest beginnings of their specialties to the completed organization of a scientific and modern equipment.

These changes will result necessarily during the next year in a partial readjustment of departmental classification, of the curriculum of instruction, and in some part of the structural formation of the buildings. New and increased facilities will be supplied for work in experimental pathology, separate quarters will be supplied for the new departments which have been organized, and a complete renovation of the laboratories occupied by the Department of Pathology will be carried out.

The curriculum has been changed to bring the students earlier in their course into touch with purely medical subjects in the departments of Medicine and of Surgery, and the latter part of the course has been made more preëminently clinical and practical. These changes in the curriculum have been started in previous years, but owing to the increased hospital facilities which are developing in New York, a still further increase in practical instruction will be added to the curriculum for the coming year.

The old Department of Pathology formerly included the scientific branches of Normal Histology, Embryology, Bacteriology and Clinical Pathology. These several sciences have now been separated into departments, with distinct administrative organizations. Normal Histology and Embryology have been transferred as a subdivision to the Department of Anatomy and placed under the charge of Dr. H. Von W. Schulte, Adjunct Professor of Anatomy.

The Department of Clinical Pathology has been organized under Professor Wood with the addition of an Adjunct Professor, Dr. Karl M. Vogel. An Adjunct Professorship has been added also to the Department of Bacteriology, under Professor Hiss, and Dr. Augustus B. Wadsworth has been advanced to that chair.

The organization of the Department of Pathology has been placed under the direction of Dr. William G. MacCallum, who has been called to Columbia from his present post of Professor of Pathological Physiology at Johns Hopkins University. Dr. MacCallum brings to the headship of this Department a tried experience in the field of experimental pathology and a thorough training in all the ordinary branches of the science of pathology. Dr. MacCallum has been connected with Johns Hopkins Medical School since his graduation from that school, both as an investigator and as a teacher. He will succeed to the chair vacated by the resignation of Dr. Prudden, and there is promise that he will continue to develop the department along the lines of scientific research and of modern teaching.

It has not been possible to fill the chair made vacant by the resignation of Dr. Curtis. The Department of Physiology has been placed in charge of Dr. R. Burton-Opitz, Adjunct Professor of Physiology, and it is hoped that a closer alliance with the practical branches of medicine may soon be brought about. The study of pathological conditions in man upon physiological lines will mark one of the greatest advances in the teaching and study of medicine in the immediate future.

The Faculty have nominated, and the Trustees have appointed to the vacancy in the Bard Professorship of the Practice of Medicine, Dr. Theodore C. Janeway, who is a graduate

of the College of Physicians and Surgeons and who has been actively engaged in teaching and scientific study of medical problems in the hospitals of the city since his graduation. There will be associated with Professor Janeway, as Professor of Clinical Medicine, Dr. Evan M. Evans, who will participate in the work of the advanced students, both in the clinics at the Vanderbilt Clinic and in hospital services.

During the year a very successful series of University lectures on Sanitary Science and Public Health was delivered at the College. These lectures presented the subject from a very broad point of view, both from the historical and practical aspects of the many divisions of the subject. The lecturers included the following list of specialists in their various departments:

WILLIAM THOMPSON SEDGWICK, Ph.D., Professor of Biology, Massachusetts Institute of Technology.

J. GEORGE ADAMI, M.D., LL.D., Strathcona Professor of Pathology, McGill University.

WILLIAM HALLOCK PARK, M.D., Director, Research Laboratories, New York City Health Department.

JOHN S. BILLINGS, M.D., LL.D., Director, New York Public Library.

WILLIAM H. BURR, C.E., Professor of Civil Engineering, Columbia University.

Frederick Ludwig Hoffman, Statistician, Prudential Insurance Company.

SIMON FLEXNER, M.D., D.Sc., Director, Rockefeller Institute for Medical Research.

THOMAS DARLINGTON, M.D., President and Commissioner, New York City Health Department.

WALTER BENSEL, M.D., Sanitary Superintendent, New York City Health Department.

EUGENE H. PORTER, A.M., M.D., Commissioner of Health of the State of New York.

WALTER WYMAN, M.D., LL.D., Surgeon General, Public Health and Marine Hospital Service of the United States.

L. Emmett Holt, M.D., Sc.D., Carpentier Professor of the Diseases of Children, Columbia University.

HERMANN M. BIGGS, M.D., Chief Medical Officer, New York City Health Department.

JOHN J. CRONIN, M.D., Assistant Chief, Division of Child Hygiene, Borough of Manhattan, N. Y.

Leland E. Cofer, past Assistant Surgeon, U. S. Public Health and Marine Hospital Service.

ROBERT W. DE FOREST, President Charity Organization Society.

THEOBALD SMITH, M.D., LL.D., Fabyan Professor of Comparative Pathology, Harvard University.

LUTHER HALSEY GULICK, M.D., Chairman, Playground Extension Committee, Sage Foundation, New York.

FREDERICK PETERSON, M.D., Professor of Psychiatry, Columbia University.

RICHARD CLARKE CABOT, M.D., Instructor in Clinical Medicine, Harvard University.

HOMER FOLKS, Secretary, State Charities Aid Association, New York.

It is sincerely to be hoped that this beginning will lead to some permanent organization upon the lines of Sanitary Science and Public Health. A report of the special committee that had this matter in hand outlined the possibilities for founding such a permanent department in connection with Columbia University.

Another most important addition to the possibility for research in medicine consists of a fund for furthering research in regard to cancer and allied pathoological

Cancer Research conditions. Work under this fund is being carried on in the Department of Zoology by Professor Calkins; in the Department of Clinical Pathology by Professor Wood; in the Department of Bacteriology by Professor Hiss; and extensive plans are being made for extending the work in the Department of Biological Chemistry under Professor Gies, and more especially in the Department of Pathology under Professor MacCallum.

The educational work of the College has proceeded during

the past session upon the plans of the curriculum adopted for The first two years now include The Program all the scientific work preparatory to the of Studies study of the subjects which have an exclusively medical bearing. It does not require the whole time of a medical student for two years to acquire all that is needed and essential in these subjects of pure science. The beginnings of knowledge in the practical medical branches are taught the student during his second year in addition to these preliminary subjects. The major clinical branches of practice of medicine and of surgery are begun, and it will be a feature of the new curriculum that once started on these two essentials of a professional career in medicine the student will not be permitted to discontinue them at any time during the two final vears of his work in the school.

The comparatively recent addition to the study of medicine of the many subdivisions, to which medical men are so widely devoting themselves and limiting their individual work as specialists, has led to a necessary division of the teaching time so that the rudiments of some dozen specialties must be taught to every student. This has led to a scheme of instruction in short courses which has been called "the concentration system" of education. However much of a necessity it may be, and however well it may work in the minor subjects, such as diseases of the ear or of the skin, such a system is a failure when applied to the major subjects of medicine and surgery. The new curriculum, therefore, will abandon even more completely than ever before the slightest approach to a concentration system in these two major branches. Hereafter when a student begins to work in diagnostic and practical methods in medicine and surgery he will not be permitted to discontinue either for any great length of time and will continue his work in at least one of the two all the time during the entire remainder of his course of study. The addition to this course of instruction of the practical work as medical clerk and surgical dresser in hospital wards has been referred to already in this report. The curriculum of the College of Physicians and Surgeons will endeavor to create as far as is possible in large classes the timehonored relations of preceptor and pupil between the instructors of the College and its students, which has in the past created many generations of skilled medical practitioners even before the existence of medical schools and fixed curricula of study. The changes in the several departments are slight in themselves, but all are tending and striving to realize these aims and ideals.

Every department with clinical opportunities has long been teaching all that modern medicine had to offer in the study of the etiology, of the pathology and of the Therapeutics diagnosis of disease, but perhaps the greatest advance of the past year and of the immediate future will be found in the teaching of the therapeutics of diseased conditions. In this development of the instruction in this important branch of medicine special attention is being paid to the non-medicinal methods of therapeutics. the Department of Neurology and of Applied Therapeutics special attention has been paid during the year to presenting to the graduating class the many applications of psychotherapy. In the Department of Orthopedic Surgery the new establishment at the Vanderbilt Clinic of the machinery for applying mechanico-therapy has been used largely for demonstrating the latest developments in treatment by Swedish movements, and by massage. The sub-department of Hydrotherapy has presented also the many applications of which that special therapeutic agent is possible. The special methods of out-door treatment of tuberculosis patients has been demonstrated to the students in the practical application of the new Day Camp. Instruction in mental diseases has been made possible by the addition of a subdivision in Psychiatry to the Department of Neurology.

The College is fortunate in owning and controlling its own dispensary service. The Vanderbilt Clinic was founded particularly as a teaching dispensary, but the past year has enabled the Clinic to extend its care of Vanderbilt Clinic the patients to an oversight of their social conditions and of their methods of living to a degree never before attempted. This work through depart-

ments of visiting nurses and of social service has been conducted without drawing upon the funds of the Clinic through the exertions of a committee of ladies which has been organized under the name of "The Woman's Auxiliary." This Auxiliary maintains four visiting nurses and a Bureau for the assistance of the patients of the Clinic in their social relations, by which the physically handicapped are assisted to find work which they can do, and by which they can be referred to the proper hospital or country sanitarium for the treatment of their particular disease. The Clinic has received during the year a donation from the American Red Cross which has enabled it to support upon the roof a Day Camp for the treatment of tuberculosis patients. This has been a great help to the care of this group of patients, and the Camp is steadily increasing its usefulness until now it is running a daily average attendance of about fifty patients. Its usefulness as a teaching adjunct to the Clinic has already been referred to.

Medical Research during the past year has been in evidence by the publication of new volumes of original work from the Department of Pathology, the Department of Surgery, the Department of Physiology, and the Department of Biological Chemistry. Individual workers in other departments have also been active in presenting scientific studies in the medical journals and special mention should be made of the work of the Laboratory of Neurological Research in connection with the Department of Neurology at the Vanderbilt Clinic.

The attendance during the year at the College consists of 345 students:

Fourth Year, Class of 1909	82	
Third Year, Class of 1910	71	
Second Year, Class of 1911		Attendance
First Year, Class of 1912		
Post-Graduates	16	
Special Students	17	

The Graduating Class comprised 82 students, including one who graduated in October, 1908. Of these 82 students, 67 per cent. had previously obtained the degree of A.B. or other

first degrees. Positions in Hospitals have been obtained by 67 members (nearly 82 per cent.) of the Class of 1909.

The Alumni Association of the College of Physicians and Surgeons celebrated during the year the fiftieth anniversary of its organization. An effort has been made to The Alumni bring this Association into closer relation with the College by organizing a series of clinical meetings to be held in the College building. Two such meetings were held during the past year, one of which was organized by the Department of Therapeutics and the other by the Department of Surgery, and in both meetings the work done in the Department of a scientific nature was demonstrated before the Association and special stress was laid upon methods of teaching. It is expected that every department in the College will give similar demonstrations for the Association, and that this innovation will lead to a better understanding by the Alumni of the progress in educational methods and in medical research, which are being developed at the College.

The Alumni of the College will miss hereafter the familiar face of the Registrar, Mr. E. T. Boag, who has held this office for forty-one years. He has been retired under the rules of the Carnegie foundation. It is the unanimous wish of all members of the Faculty and the teaching staff that Mr. Boag will enjoy his well-earned rest from active duty, and he takes with him the best wishes of more than five thousand graduates of the College whom he has matriculated during his long years of service.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean.

## SCHOOLS OF MINES, ENGINEERING, AND CHEMISTRY

### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

I beg to submit herewith the following report of the Schools of Mines, Engineering and Chemistry for the year 1908-09.

The increase in registration, which was so marked in

1007-08, has continued during the past year, 718 students having enrolled as compared with 625 for the previous year, an increase of 15 per cent. Registration for this year, and of 34 per cent. for the past two years. These results have been brought about in large measure by the unselfish devotion of the Chairman of our Committee on Admissions and by the prompt and efficient attention which he has given to the great amount of detail connected with the administration of his office. In analyzing these figures it is gratifying to note the increase in the number of students who have entered with advanced standing from other degree granting institutions where they have either secured a first degree, or have spent one or more years in preparing for their technical education. Especially satisfactory is the enrolment of 21 students from Columbia College as compared with 7 the year before. This augurs well for the success of the combined course, and while it is impossible to arrive at the exact number of students who are availing themselves of this opportunity, it is safe to say that the number is constantly increasing. During the year arrangements were perfected, in cooperation with the Committee on Instruction in the College, by which students will not be able to receive double credit in

the college and the engineering schools for the same subjects. While this may have a temporary check on the number of students coming to us from the college, the result will be beneficial in the end. The action of the University Council in recommending that the President shall, at his convenience and discretion, open negotiations with other universities looking toward the adoption of a policy by which it may be possible for students to migrate more freely between universities, should still further increase the number of students coming to us with preliminary collegiate training, and is therefore a result much to be desired.

In order to derive some information as to the trend of technical education throughout the country, so far as this can be gathered by comparing registration statistics, the following were secured from representative institutions which offer technical education.

Institution		Registration		Increase or Decrease	
	1907-08	1908-09	No. of Students	Per- centage	
Cornell University	1,638	1,727	89	5.4	
Purdue University	1,398	1,364	-34	- 2.4	
University of Michigan	1,325	1,335	10	0.7	
Massachusetts Institute of Technology	1,259	1,297	38	3.0	
University of Illinois	1,059	1,081	22	2.1	
University of Wisconsin	940	906	-34	<b>—</b> 3.6	
Ohio State University	839	888	49	5.8	
University of California	794	818	24	3.0	
University of Pennsylvania	748	811	63	8.4	
Yale University (Sheffield Scientific					
School)	788	793	5	0,6	
Columbia University (Schools of Mines.)		,,,,			
Engineering and Chemistry)	625	718	93	15.0	
University of Minnesota	647	677	30	, 4.6	
Rensselaer Polytechnic Institute	600	660	51	8.4	
Lehigh University	662	646	16	- 2.4	
Armour Institute	521	518	- 3	- 0.6	
Worcester Polytechnic Institute	462	487	25	5.4	
University of Missouri	466	444	22	4.7	
Case School of Applied Science	479	431	-48	-10.0	
University of Nebraska	439	396	43	- g.8	
Stevens Institute of Technology	435	390	-45	-10.3	
Colorado School of Mines	349	380	31	8.9	
Michigan College of Mines	266	277	11	4.I	
University of Iowa	239	218	-21	$-\frac{7}{8.8}$	
Rose Polytechnic Institute	223	206	-17	- 7.6	
Tulane University	145	135	-10	<b>—</b> 6.9	
Total		17,603	248	1.43	

An analysis of the above figures\* indicates that a reaction in the rapid growth of technical education throughout the country is apparently beginning to set in, at least at a number of institutions. This is particularly apparent in the case of the western schools, eight of the fifteen schools which may be considered in that section showing a loss of 222 students, while seven show an increase of only 177, a net decrease in the West of 45 students. On the other hand, of the eastern schools in the list, seven show an increase of 364 students as against a loss of 71 in three schools, a net gain in the East of 293 students. Again, it is interesting to note that of the independent technical schools five show gains and six show losses, while, in the schools connected with a university, nine show gains and only five show losses. It would therefore appear that, for the past year at least, the eastern engineering schools connected with universities have made the greatest gains. It is especially interesting to us to note that in our Schools of Mines, Engineering and Chemistry we have had not only the largest increase in numbers of any technical school in the country, but our percentage of increase is nearly twice as large as that of any of the others.

The increase in our registration made it necessary to build a new dormitory at Camp Columbia this spring with accommodations for seventy-five students and with ample drafting-room facilities for the work in Railroad Surveying. The dining hall at the Camp was also proportionately increased in size. At the University we shall be able in many cases to meet the increasing demands for laboratory space by changing the scheme of attendance so as to hold laboratory classes in the morning as well as in the afternoon—in fact, a beginning has already been made in this direction, but this plan will not suffice in all cases and, if the increase continues, it will be necessary to consider seriously the erec-

<sup>\*</sup>The above figures include only students of engineering, mining and metallurgy and chemistry. Because of the requirements of a baccalaureate degree for admission to the school of applied science at Harvard, the figures of this institution have not been used for purposes of comparison.

tion of another building for the students in our technical schools.

With an increase in the number of students it also devolves upon us to plan very carefully so that the individual student will not lose that personal oversight and Faculty attention which is a simple problem with Advisers a smaller student body. It is therefore very gratifying to note the continued success of the system of academic advisers. While there have been a few instances where officers of instruction have not taken up this work with the enthusiasm which it deserves, in the great majority of cases the beneficial results of this system of supervision have been very apparent and there is ample testimony to show that it has been much appreciated by the students themselves. The plan of sending reports of standing to advisers, parents or guardians and to the students themselves of the first and second year three times during each term has also brought forth much favorable comment and has resulted in the saving of many a student by a word of advice or warning before he has fallen too far behind in his work.

Another very important consideration in this connection is the restriction of classroom and laboratory sections to a size which will insure to the individual student efficient instruction. This is a policy which should be applied throughout our schools, but it is absolutely imperative in subjects like mathematics, physics and mechanics, which form the groundwork of successful technical education. It will either be necessary to increase the teaching staff, or to restrict the number of our students. The latter course will be far better than to run the risk of sending out graduates who have failed thoroughly to grasp these most important subjects. Not only are such graduates poorly prepared for their profession, and consequently a reproach upon the University, but they come to realize keenly the cause of their deficient knowledge, and as a result they lose their interest in the schools and become indifferent to its future welfare and success.

During the past year the Faculty approved the program of study of the course in Sanitary Engineering. This course is

now fully established and actual instruction work in it will be formally begun when the University opens next September. The course in Sanitary Engineer-Sanitary ing has been arranged as a differentiation Engineering of the course in Civil Engineering and the graduates in this course will receive the degree of Civil Engineer. The first year will be identical with all the courses in the Schools of Mines, Engineering and Chemistry. The subjects of quantitative analysis and microscopy, given in the Department of Chemistry, are the only variations in the second year from the regular Civil Engineering course. The principal Sanitary Engineering subjects which constitute the important fundamentals of the course displace Civil Engineering subjects in the third and fourth year. These variations include educational training in such important specialties as bacteriology, sanitary biology, physical and biological water analvsis, the interpretation and sanitary bearing of statistics, municipal sanitation, the general subject of drainage, heating and ventilation and the broad principles of sanitary science, public health and hygiene. These subjects have been so chosen and planned for treatment as to give the student a comprehensive and advanced view of the duties of the sanitary engineer consistent with the best practice of his profession at the present day, and further to shape his professional ideas along lines of development now being actively followed in successful engineering practice. It is a matter of great interest to note that the remarkable resources of our University have made it possible to provide in our present organization for all but two of the new subjects and, as these will both come in the fourth year, it has not been necessary for us to consider the question of providing for this instruction at this time.

During the year an effort has been made to establish a course in Forest Engineering and a tentative program of study for a thorough four-year course has been prepared. During the coming summer this program will be subjected to the further criticism of experts in this field. It is interesting to note that the present facilities and resources of the University will pro-

vide for fully sixty per cent. of the work. The New York State Forest Commissioner has shown a deep interest in our efforts and has offered to our students the free use of the excellent facilities of his department. The University is therefore in a position to inaugurate the work under exceptionally favorable conditions, and the number of inquiries in regard to it indicate that the course will attract ample support. It is sincerely hoped that the course will be approved by the Faculty and authorized by the Trustees in the autumn.

Likewise much time and attention has been devoted to the establishment of a practical course in scientific agriculture.

Agriculture

These efforts have met with the hearty response of a number of influential men, who have shown by their interest that they are ready to coöperate in the undertaking. It is hoped that the plan may be brought to a successful issue during the coming year.

During the past year the changes in the curriculum of the second, third and fourth years, to which reference was made in my last report, were, as far as practicable, put into effect, and the result was, on the whole, very satisfactory. While the expected benefit from some of the changes was not realized because of large classes, this is a Research matter which can be adjusted. The remainder of the changes will go into effect during the coming vear. When this has been accomplished and the educational machinery is running smoothly, it is hoped that more time will be available for research work and publication. While our first and most important function is efficient teaching, the value and the necessity of research work must not be overlooked. In fact, a teacher who does not bring sufficient enthusiasm into his work to desire to add materially to the avaliable knowledge in his subject, cannot impart much enthusiasm or inspiration to his students. This research or investigation may of course assume various forms, but it should ever be guided by the desire to add to the knowledge and the efficiency of the engineering profession. The members of this profession in active practice look to us for the solution of many problems which our facilities and environment render possible, and it is a duty which every technical school, and especially one forming part of a large university, should undertake to fulfil. It is also beyond question that, assuming efficient instruction as the first consideration, nothing will add more to the reputation and standing of our schools and nothing will do more to attract to us earnest students of mature age and of collegiate or technical training than the ever increasing influence of the schools among the members of the profession. Our environment is such as to attract men desiring to do advanced work and, if a number of fellowships could be established for this special purpose, as has been done in other technical schools, an added impetus would be given the work in graduate instruction in engineering, to which we have given too little attention in the past.

To acquaint those interested with the scope and character of our professional work an attempt has been made to establish a closer relationship with the manufacturing and engineering industries as well as with the men who are actively engaged

Additional Lectures

in the practice of their profession. This close contact we should try to bring about by all means, for, paraphrasing a familiar inscription, it may be truly said that practice and learning should go hand in hand and efficiency grow with knowledge. We have during the past year done more than ever before to bring about this closer contact between commercial and professional interests and the schools by inviting no less than forty-seven men in active practice, the majority of them prominent in their respective special fields, to deliver from one to six lectures to our students. An effort has been made, especially in the Department of Mechanical Engineering, to carefully coordinate these lectures with the work of the course, and the result has been very encouraging. The enthusiastic coöperation of these busy men, who have cheerfully given their time and energy to this work, is also most gratifying and is an indication of their belief in a principle in technical education which is worthy of even greater development. Plans are being made to carry out this policy even more extensively during the coming year.

During the year just drawing to a close it was our great misfortune to lose, by a most distressing accident, our colleague, Professor Frank Leo Tufts of the Department of Physics. His prominence in his chosen field, his devotion to the University and his cheerful readiness to help and coöperate in any way that he could, make his loss one deeply felt by students and officers alike.

In Dr. James Hulme Canfield and in Professor George Rice Carpenter, we have lost two men who, one as Librarian, and the other as Chairman of the Committee on Instruction of the college, were also ever ready to coöperate and help in everything that inured to the benefit of the students in our technical schools. Although they were not members of our faculty, their loss has been severely felt in the schools in which we naturally have our first interest.

Respectfully submitted,

Frederick A. Goetze,

Dean.

## FACULTY OF FINE ARTS

## REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

The enrollment of students in Architecture shows 140 names—a considerable increase in numbers. The number of new students, however, is only slightly larger.

The withdrawals have thus been fewer, which is encouraging, since the tendency of students to cut short the period of theoretic

School of Architecture

and scientific training for the sake of entering sooner upon active professional work has created a difficult problem. From an educational point of view such a tendency is of course very unfortunate for the student, though he may not perceive this until later. The largest increase in the registration has been among the candidates for the degree of Bachelor of Architecture. This is quite as it should be, since these students have had some years of collegiate preparation, and they thus help to raise the intellectual standards of the school. At the recent Commencement, by special recommendation of the Faculty, the degree of Bachelor of Architecture was conferred upon one student who had originally been admitted without collegiate preparation as a candidate for the Professional Certificate. This was done solely in recognition of the superior quality of his work.

That the graduates of the school shall be prepared to undertake independently architectural work of almost every grade, the graduating theses, in accordance with the policy inaugurated some

years ago by the Committee on Design of the School Staff, must now comprise a full set of working drawings and specifications, with strain-sheets and structural calculations thoroughly worked out.

By special arrangement with Professor Laird of the School of Architecture of the University of Pennsylvania a joint problem in design was given out during the winter in that school and in our own for each of the two grades, Elementary and Intermediate. The work of the students of both schools was exhibited in our own Model House and in Philadelphia, and was judged by a special jury. The comparison of the work of the two schools and the friendly relations established by this competition are distinctly advantageous, and it is hoped that the experiment may be repeated.

The loss of Professor Kress has been severely felt, but his work of instruction has been successfully carried on by Mr. T. W. Ludlow. The library of the school has been efficiently managed, under the direction of Professor Hamlin and with the cooperation of Mr. E. R. Smith, by Miss C. C. Gifford.

Owing to the increase in the number of students during recent years the work in drawing has become greater than one instructor can satisfactorily direct. Mr. Harriman, who has had charge of this department of instruction since 1903, has been overburdened, and it is important that he should have some assistance.

There is good reason to hope that the school may be able in the near future, by coöperation with the American Society of Landscape Architects, to establish a course in landscape architecture. Through Mr. C. W. Leavitt, Jr., as the representative of that society committees have been appointed to attain this end.

The need of additional scholarships, is each year increasingly felt. When the school was under the Faculty of Applied Science and had from eighty to ninety students, some six or seven scholarships were available; at present, with many more students, there are only four—a very inadequate number.

The following gifts are gratefully acknowledged: From Mr. E. P. Carey, his model for the Grant Monument at Washington, including the cast of the equestrian statue by Mr. W. O. Partridge; from Mr. A. Holland Forbes, *Architecture* for the year; from Mr. W. T. Comstock, two copies for the year of the *Architects' and Builders' Magazine;* from the Columbia (undergraduate) Architectural Society, several architectural publications.

The spirit of work among the students was never better, a fact which is attested in many ways, as, for example, by the efficient system which they have established for the supervision of evening work, by the excellence of the Year Book, now called the Annual of the School, and by the raising of about \$300, through an entertainment in the Brinkerhoff Theatre, for the libraries of the school and ateliers.

There is little concerning the work of the School of Music during the year which calls for special notice. The registration shows no material change from last year, and the general course of study has remained the same.

Under the direction of Professor Rübner the University Orchestra has given two regular concerts, one in Earl Hall and one in Mendelssohn Hall, besides playing in public on several occasions.

During the second half year a series of seventeen public concerts was given; of these eight were organ recitals and nine were concerts of chamber music—quartette, trio and pianoforte recitals. The annual concert of original compositions by students in the school was given in May. (See appendix, page 155.)

Professor Rübner and Professor McWhood, aside from their regular duties in the school, have taken part in much musical work outside the University.

The School of Design still remains a merely tentative organization, and this state of affairs cannot be changed until a considerable endowment is available. In the meantime a great deal of profitable work which makes little formal show continues to be

done through the Avery Library. This invaluable collection of books is certainly one of the most important resources of the University in enabling it to render the public a service of lasting value.

Respectfully submitted,
J. R. Wheeler,
Acting Dean.

## FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

#### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

In obedience to the instructions of your communication of February 16 I will omit all statistical matter from this report, and confine myself, as suggested by you therein, to brief and concise recommendations concerning the more important questions of policy in the non-professional Graduate Faculties and Schools of the University; and since I have held the position of Dean of these three Faculties for only two months I would like to have what I Organization shall say regarded as tentative rather than final, and as expressing first impressions rather than well digested conclusions. I have spent some time in comparing the body of resolutions, regulations and customs of each of these three Faculties with those of the others and with the Statutes and resolutions of the Trustees and the resolutions of the University Council, and I have received from this study.—which I do not, however, pretend to have been exhaustive—quite decidedly the impression that there needs to be made an accurate digest of these different acts and a careful and correct commentary on them. It seems to me that the law of the University is correctly understood by relatively few of its officers and that much confusion and loss of time and energy are caused thereby. I find, for instance, that officers of instruction sometimes undertake to give directions to students which can proceed lawfully only from the Dean's office and in many such cases these directions prove to be incorrect and bring the student acting on the same, sooner or later, into conflict with the Dean's office, or the Registrar's office or even with the Bursar's office. It seems to me that there is more or less discernible a tendency on the part of the departments of instruction and also on the part of the Faculties to encroach, evidently rather unconsciously and unintentionally, upon the functions of the administrative officers. The Statutes vest the entire educational administration in the hands of the President and, under his supervision, of the Deans, and yet I have had officers of instruction quote to me the resolutions of a division in a Faculty touching a matter of educational administration as being of higher authority than a regulation proceeding from the Dean's office upon the same point. It also appears to me that the departments show a tendency in their development to disrupt. or at least weaken, the Faculties as the basic educational organization of the University. I question the soundness of the policy of strong departmental organization in the non-professional Graduate Faculties especially, from another point of view also, viz.; the possibly undue restraint upon the individual professor in his freedom of research and teaching. The natural place for departmental unity and organization is in the undergraduate College. Almost unconsciously it has been projected into the Graduate Faculties, where it has been perpetuated largely for administrative reasons. It does not exist in the great universities which have furnished the chief model. in other respects, for the development of our own, and I think the query well worth our earnest consideration whether we are not, in the development of our compact departmental organizations in the non-professional Graduate Faculties, sacrificing too far the educational to the administrative. I feel rather strongly that the less educational restraint the professor in the non-professional graduate work is under the better it will be for the advancement of science. It is not simply personally degrading to him, but also a hindrance to real research to have his work cut out for him, or controlled in the slightest degree, by the head of the department in which his activity may be thought to lie. I welcome, therefore, the new creation in the non-professional Graduate Faculties of the Committees on Instruction with their own elected Chairmen, with whom the Dean's office can coöperate in all matters of Faculty administration, and I hope that these Committees and their Chairmen will prove such effective aids to the Dean's office as to relieve the departments most largely from the necessity of maintaining themselves as administrative organizations.

I have undertaken to make a beginning in the direction of a better distinction of the administrative from the educational by constituting a Committee on Matriculation Matriculation and Registration, consisting of the Associate and Dean and the Chairman of the Committees Registration on Instruction of the non-professional Graduate Faculties. which Committee will relieve, as far as possible, the Departments and the officers of instruction generally from the burden of the administration of the regulations for the matriculation and the registration of the students under the non-professional Graduate Faculties. This Committee will be able from the outset to matriculate the students and to register them as to their subjects—this is simply a matter of University law—but as to the particular courses advisable under their chosen subjects recourse must still be had to the aid and counsel of the officers giving these courses. I cherish the hope, however, that we may be able to obtain this aid and counsel more and more, as we gain experience in the applicacation of the new system, through the Chairmen of the Committees on Instruction in the several Faculties.

I have also undertaken to relieve the officers of instruction in these Faculties from the embarrassment of giving information demanded of them by students upon certain vital points, which come under the head of administration rather than education. I have caused a definition of attendance to be framed as understood by the Dean's office and have directed the same to be transmitted by circular letter to the different officers of instruction and to be inserted in the pamphlet of information for graduate

students. Such definition may, of course, be modified or changed by order of the Council, but until that happens. the Dean's definition must be authoritative, since he may lawfully withhold his certificate to the sufficiency of the inscribed courses when the requirement of attendance upon them has not in his opinion been fulfilled. I am also causing a statement to be attached to each registration-book that no candidate for the A. M. degree can be admitted to examination without having paid a minimum tuition fee of \$150 and an examination fee of \$25; and no candidate for the Ph.D. degree can be admitted to examination without having paid a minimum tuition fee of \$300 and an examination fee of \$35. unless on account of attendance upon graduate work for at least one year in some other University he is excused by the law of this University from attendance in this University for a longer period than one academic year, in which case he may be admitted to examination after having paid a minimum tuition fee of \$150 and an examination fee of \$35. I have the hope that these new arrangements may clear away some of the confusion in thought and in practice which now prevails. They will certainly do so if I have the sincere cooperation of my colleagues in putting them into execution; but I do not expect that the full measure of relief will come until a distinct and concise code of University law shall have been carefully edited and published and until every officer of instruction shall have acquainted himself with its leading features. Until that shall happen more or less time and energy will be consumed over questions of competence between the numerous authorities and bodies which make up our complex University system, weakening the efforts of each and confusing the work of all.

When I turn from the administrative to the educational side of our activity in the non-professional Graduate Faculties and Schools, I am impressed with the thought that there is considerable waste in our work. It seems to me that we teach a great deal and that the students do not acquire as much as they should from our instruction. I am amazed every time I read an

examination paper or conduct an oral examination at how little correct and exact knowledge I have conveyed to the student, and I cannot escape the conviction that it is not wholly his fault; and I am assured by my colleagues that I am not alone in this experience. I have the very distinct impression that the trouble lies, partly at least, in the facts that we overwhelm the students with details in the lectures and do not give them sufficient time for, and effective guidance in. their own study and research. In a word, it seems to me that the instruction by lecture in the non-professional Graduate Schools should be considerably condensed and that the work in the seminars should be expanded and improved. It will be remembered that the Committee of Nine on the State of the University recommended the condensation of the courses of instruction in the School of Law. It was an oversight that this recommendation was not more distinctly made a general one for all the branches of the University. It certainly applies with even more force to History, Economics, Literature and Philosophy than it does to Law. The treatment of these subjects is even more likely to degenerate into a play or a conflict of words than that of legal topics is. The Committee certainly intended this recommendation to be general, as is manifested in the view expressed by the Committee that a number of courses of instruction might be dispensed with advantageously. The idea was that the real matter in such courses might with profit be incorporated into other kindred courses. I feel quite strongly that the lecture course should present the outline of the subject, the fundamental facts and principles and the proper coördination of the parts, and that the work of specialization and the details of research should be pursued in the seminars. If I understand the recent development of the great European universities, this is the line which they have consciously or unconsciously followed. As I said at the outset I do not wish, at this time, to make any specific recommendations upon these vitally important matters. My purpose is rather to indicate my impressions and to throw out suggestions for discussion by my colleagues in these three Faculties especially. After another year of thought and experience and of counsel from my colleagues, I hope to be prepared to make some specific recommendations.

The chief matter of legislation which has come before these Faculties during the past year relates to the question of the

Master's degree and to the system of instruc-Master's tion leading thereto. There appears to be a Degree general feeling in the Faculty of Philosophy that some improvement of present conditions is desirable if not imperative. After referring the whole question to its Committee on Instruction for consideration and report, and after hearing and discussing the report and recommendations of the Committee, this Faculty resolved to recommend to the University Council that "the work of candidates for the degree of Master of Arts should be pursued under the direction of a single Department which shall be responsible for the adequate preparation of the candidiates for the degree." The Faculty of Political Science, on the other hand, after following the same procedure in the consideration of the question, resolved, "that it be declared to be the sense of this Faculty that no change is at present called for in the requirements of the Master of Arts degree under this Faculty." The Faculty of Pure Science, finally, has not as yet passed any resolution upon the subject, its Committee on Instruction not having as vet made its report thereon.

The Dean does not wish to say anything in anticipation of the discussion of this very important question in the Council of the University, but on account of his expected absence from the meeting of the Council when the matter will be brought forward, he feels constrained to express the hope that in whatever may be done the work for this degree will not be further specialized and that the administration of the relations of the Departments through the Dean's office may not be displaced by a confusing system of administrative agreements between the Departments directly.

The Faculty of Political Science has, in connection with this subject, passed a resolution recommending to the Council that the requirement of attendance on a seminar by all candidates for the Master's degree be so modified that, as to those candi-

dates doing all their work, for this degree in the Summre Sessions, this requirement may be dispensed with unless insisted upon by the Department in which the candidates's major subject lies. It is the Dean's opinion that the wisdom of this resolution is questionable. He thinks that it would be far wiser to institute seminar instruction in the Summer Sessions, and does not understand why this may not be done. If, however, this should be found impossible he would recommend that four subjects of study be required for such candidates instead of three.

One other subject of legislation by the Faculty of Political Science is of such importance as to justify mention in this report, viz., the recommendation to the Presi-English for dent to call the attention of the Trustees to Foreigners the desirability of establishing courses of instruction in the English language for our foreign students similar to those existing in the German language in the University at Berlin for their foreign students and which have proven to be of the very highest value. The number of our foreign students, especially from Oriental countries, is increasing very rapidly and they are very much handicapped by their faulty English in their work. Such courses ought to be made to pay for themselves, and I believe this could be easily done. I have been an eve witness to the advantages of these courses in Berlin and I cannot speak of their advantages too highly.

I cannot close this report without an expression of the deep sense of loss sustained by these Faculties in the death of Professor George R. Carpenter and of Adjunct Professor Frank L. Tufts.

Very respectfully submitted,

JOHN W. BURGESS,

Dean.

### BARNARD COLLEGE

### REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

STR:

I have the honor to submit the following report upon the condition and progress of Barnard College for the academic vear 1908-1909:

There have been altogether registered at Barnard College this year 716 students of whom 182 have come from Teachers College and 36 from the University. The proper registration of

Barnard College is, therefore, 498 as against

453 last year, a gain of about 10 per cent. Registration This gain has taken place chiefly in the two lower classes, for the two upper classes enroll substantially the same number of students as the classes of last year. In the two lower classes the gain of students is nearly twenty per cent.

It is interesting to note that only three students availed themselves of the privilege of taking their fourth year's work at Teachers College with a view of obtaining a professional diploma from Teachers College at the same time as the Bachelor's degree here, whereas last year 14 students availed themselves of this privilege. The indications are that more students will next year make this transfer, but it is idle to speculate upon the causes of this fluctuation.

The most interesting fact about the registration at Barnard College is perhaps the distribution of students in the different classes during the second half-year. After the entrance of 33 students at the beginning of the second term the four classes showed the following enrollment:

Seniors	68
Juniors	108
Sophomores	114
Freshmen	161

At Commencement 98 degrees were given, one more, that is, than last year and 21 more than the preceding year. The total number of degrees of Bachelor of Arts given by Barnard College is now exactly 800.

The only addition to the Barnard College Faculty during the present year has been that of Professor Curtis Hidden Page, who became Professor of the Romance Languages and Literature on July 1, succeeding Professor Benjamin Duryea Woodward,

who had resigned his position to enter business. Professor Page has, during the year, served the College with conspicuous faithfulness and success, and it is a matter of deep regret, therefore, that he has resigned his position at Barnard College to accept a professorship in English at Northwestern University. Professor Raymond Weeks of the University of Illinois has been appointed to succeed Professor Page. He brings with him equipment and training of the highest quality.

An appointment which bids fair of being productive of very great benefit to Barnard College is that of Professor Henry Raymond Mussey of the University of Pennsylvania as Adjunct Professor in the Department of Economics. The appointment is an important one not only by reason of Professor Mussey's distinguished services, both at Bryn Mawr College and in the University of Pennsylvania, but also because it means the establishment of the Department of Economics here upon a wholly satisfactory and substantial basis. Professor Mussey will devote himself almost entirely to teaching at Barnard College, and his work here introducing and supplementing that of Professors Seligman, Clark, Seager, Giddings and M. K. Simkhovitch will constitute a department of highest strength and efficiency. It is a matter of deep regret, however, that Professor H. L. Moore retires from active teach-

ing at Barnard to devote himself to research and graduate instruction.

In recording these changes in the Faculty it is fitting to mention the irreparable loss that Barnard College, like Columbia College and the entire University, sustained in the death of Professor George Rice Carpenter, a member of this Faculty since its founding in 1900. Professor Carpenter's teaching at Barnard College began in the fall of 1893 on his coming to the University, and was continued with very few interruptions until his death. Many students at Barnard came under the influence of his personality and were directly subject to his instruction. He was a devoted member of the Barnard Faculty and in all its deliberations exercised zeal, judgment, and discretion of the highest order. The Department of English, particularly on its rhetorical side, was substantially his creation. The College was his debtor in a thousand ways which cannot be specifically recorded.

The loss which the College has sustained in the death of Dr. Canfield was also great. One of his last acts was to put the administration of the library here upon a substantial and independent basis by urging the promotion of Miss Bertha L. Rockwell to be Librarian of Barnard College. He also gave much time and attention to the development of the library in many other ways, always aiding Barnard College with the true spirit of helpfulness.

Brooks Hall has successfully completed the second year of its life. More students have lived there than last year and during the second term there has been little room to spare. The personnel of the Hall is not greatly different from that of last year. Most of the students still live within somewhat long commuting distance of the city and occupy Brooks Hall, therefore, partly for convenience but more for the wholesome college life which has been developed. It is doubtful if the saving of time to residents of the Hall has really contributed so much as was hoped for to the scholarship of the students, but it has undoubtedly added a great deal to their physical and social happiness, since time which would otherwise be

spent in traveling is now spent in congenial and wholesome surroundings.

During the year word has been received from Teachers College that the Thompson Gymnasium, now used by Barnard College, will, in the course of two or three years, become so crowded that Barnard stud-

ents can no longer be accommodated there.

Needs

It becomes necessary, therefore, that provision should soon be made for a gymnasium at Barnard College. The need for a new building is further emphasized by the fact that at certain hours of the day the recitation rooms in Milbank, Brinckerhoff and Fiske Halls, as well as the offices in these buildings, are crowded to their utmost capacity. At the present rate of growth, part of the College will be out of doors in the course of a year or two. Should a building to relieve this strain, as well as to furnish a gymnasium, be forthcoming, it would also be very desirable that this should contain a very large reading room or study room. At present there exists a very serious lack of adequate, uncrowded, quiet space. A reading room of several times the size of the present Barnard library, well lighted, with adequate desk-room, where students may quietly work, is, in my opinion, the greatest specific need of Barnard College today.

If students are to be helped to take full advantage of the intellectual life here, such a room should contain an abundance of reference books and many duplicate copies of books most in use. The expenditure of several thousand dollars for such a library should be made, but such an expenditure would not produce nearly the result which one might hope for until the library is possessed of more ample housing than at present. The loss of time and energy to students from inadequate equipment is at present considerable, and in certain large courses the efficiency of the work must be diminished in a large per cent. by reason of such insufficiency.

It is pleasant in this connection to record the gift of \$352 from the Class of 1904 for the buying of books for the library, and also that of \$175 from the Class of 1903 for completing the equipment in the reading room. The Alumnæ Association is also to continue its annual gift of \$120 for duplicate books. Not only are those gifts valuable in themselves, but they indicate a generous spirit on the part of the alumnæ and a very just appreciation of the needs of the College.

It is also pleasant to record the recent gift by Miss Clara B. Spence of 600 lockers for the use of students in Brinckerhoff Hall. This, like the ventilators which Miss Spence gave to the College last year and which have been very successful, is a gift of great practical value.

In this connection it is proper to speak of the fact that the new arrangement in the lunchroom, whereby the College has supplied luncheon to students at a moderate price and upon wholly hygienic and palatable principles, has been very successful. The better ventilation in the building and the better quality of food have had not a little to do with the achievement in scholarship, which seems to be considerably higher than in the few preceding years.

Another institution which has been of great benefit to the College during the year has been the establishment by Faculty vote on November 30, 1908, of a Committee on Instruction. The aim of this Committee is to ensure a more careful superintendence of the work of students than has heretofore been possible and also to effect greater economy, consideration, and cooperation among the different departments. The Committee has this year made a beginning in many important ways, such as advising of students, concentration of work, regulation of attendance, and cooperation with other parts of the University. The election and formation of the Committee has been the most important piece of legislation that has taken place

at Barnard College in recent years.

Respectfully submitted,
W. T. Brewster,
Acting Dean.

# TEACHERS COLLEGE

### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University, and the Trustees of Teachers College.

#### SIRS:

I have the honor to submit the following report of the work of Teachers College for the academic year 1908-09.

The total enrollment of resident students in the College has been 992; extension students doing work at Teachers College, 2,032; school pupils, 1,269—a grand total of 4,293. Of the College enrollment 201 grad—Enrollment

uate students and 677 professional students

were candidates for a diploma, and 128 were unclassified students. In addition to this primary registration, 80 graduate students from the University Faculties, 8 from the Faculty of Fine Arts, 85 from Columbia College, and 156 from Barnard College elected courses in Teachers College. To this number might also be added 1,206 students enrolled in extension classes given away from the College, and 11,719 auditors in our extension lecture courses. The number of college graduates registered in Teachers College was 345, and 138 others had a partial college course. There were also 479 normal school graduates. Our resident students came from 44 states and territories, and 19 foreign countries. They represented 134 colleges and universities, 108 normal and training schools, and 49 technical schools. Of the resident students 58 were candidates for the degree of Doctor of Philosophy, 143 were candidates for the degree of Master of Arts, 386 were candidates

for the degree of Bachelor of Science in Education and 6 for the degree of Bachelor of Arts.

There has been an increase over last year of 96 resident students, of whom II are candidates for higher degrees and 65 are candidates for the degree of Bachelor of Science. The decrease in our schools has been 54, and the number of partial students in extension courses has increased from 1,901 to 2,032. Columbia and Barnard Colleges have also sent us 7 more students than during any previous year.

The colleges and universities which send us the largest number of students stand in the following order: New York Normal College, 32; College of the City of New York, 30; New York University, 17; Smith, 17; Vassar, 17; Cornell, 13; Columbia, 11; Harvard, 10; Indiana, 10; Barnard, 9; Chicago, 8; Woman's College (Baltimore), 7; Illinois, 6; Pennsylvania, 6; Boston, 5; Mount Holyoke, 5; Oberlin, 5; Polytechnic Institute of Brooklyn, 5; Swarthmore, 5; California, 5; Adelphi, 4; Carleton, 4; Cincinnati, 4; Kansas, 4; Michigan, 4; Minnesota, 4; Missouri, 4; Wisconsin, 4; Wellesley, 4; Wesleyan, 4; Colgate, 3; Dickinson, 3; Franklin, 3; Franklin and Marshall, 3; Hillsdale, 3; Iowa, 3; Japanese Woman's College (Tokyo), 3; Kansas Agricultural, 3; Stanford, 3; Ohio Wesleyan, 3; Radcliffe, 3; St. Lawrence, 3; Syracuse, 3; Throop Polytechnic, 3; Nebraska, 3; Wilson, 3; Yale, 3; Armour, 2; Brown, 2; Bryn Mawr, 2; Dartmouth, 2; De Pauw, 2; Drake, 2; Hobart, 2; James Milliken, 2; John B. Stetson, 2; Michigan Agricultural, 2; Northwestern, 2; Oregon Agricultural, 2; Peabody, 2; Princeton, 2; Simmons, 2; Kentucky, 2; Union Theological, 2; Colorado, 2; North Dakota, 2; Rochester, 2; Wells, 2; Western Maryland, 2. Eighty-three institutions, 18 of them in foreign countries, are represented by one student each.

The normal schools with the largest representation are the following: Trenton, N. J., 28; Albany, N. Y., 17; Manhattan Training School, N. Y., 17; New Paltz, N. Y., 13; Oneonta, N. Y., 12; Potsdam, N. Y., 12; New Britain, Conn., 9; Oswego, N. Y., 9; Buffalo, N. Y., 8; Cortland, N. Y., 8; East Stroudsburg, Pa., 8; Geneseo, N. Y., 8; Ypsilanti, Mich., 8; Baltimore, Md., 6; Bridgewater, Mass., 6; Westchester, Pa., 6; Bloomsburg, Pa., 5; Jamaica, N. Y., 5; Millersville, Pa., 5; Brockport, N. Y., 4; Brooklyn, N. Y., 4; Chicago, Ill., 4; Emporia, Kansas, 4; Indianapolis, Ind., 4; Los Angeles, Cal., 4; Newark, N. J., 4; Cleveland, Ohio, 3; Florence, Ala., 3; Milledgeville, Ga., 3; Rio Piedras, Porto Rico, 3; River Falls, Wis., 3; St. Cloud, Minn., 3; Salem, Mass., 3; Terre Haute, Ind., 3; Toledo, Ohio, 3. Seventy-one normal schools are represented by 1 or 2 students each.

We have been fortunate in having, with a single exception, a full corps of instructors. Faculty throughout the year. The department of Manual Training has been without a head, but the regular courses of instruction have been given by members of the staff. Mr. Noyes has had charge of the course in the theory and practice of teaching and Mr. Weick has acted as executive secretary of the department.

Two noteworthy promotions have been made to the faculty,-Dr. Henry Suzzallo to the professorship of the philosophy of education and Dr. Naomi Norsworthy to the adjunct professorship of educational psychology. Professor Suzzallo came from Leland Stanford University, in which he has been student, instructor and assistant professor. He received the Doctor's diploma from Teachers College, and the degree of Ph.D., in 1905, and has been adjunct professor of elementary education in Teachers College, acting for Professor McMurry, since 1907. In future his work will be in the principles of education with special reference to educational sociology. Miss Norsworthy is one of our own graduates, B. S. in 1901 and Ph.D. in 1904. She has successively passed the grades of assistant, tutor and instructor in educational psychology, and now as a reward of exceptional merit is advanced to professorial rank.

The Trustees have amended chapter III, section 34, of the Statutes so as to read as Legislation follows:

"Each professor and adjunct professor shall be entitled once in every seven years to a leave of absence of one year on half pay, or to a leave Absence

of absence of one half year on full pay; such period of absence to count as service to the College; provided, however, that not more than three such officers shall be absent at any one time and that the Dean shall adjust such leaves of absence subject to the approval of the President."

This action is of the greatest importance to our Faculty. It permits of leave of absence for a half year on full pay, and thus makes it possible for every professor to secure Leave of the advantage of a period of travel, recreation

and private study. It will ultimately increase the expense of instruction, not so much by the appointment of instructors to act for professors on leave of absence as by way of hastening the promotion of subordinate officers, but whatever the cost it must add greatly to the efficiency of our work

and the attractiveness of our professorial positions.

Another important piece of legislation is the adoption of a plan for a teachers' retirement fund. Our professors are entitled to retirement under the provisions of the Carnegie Foundation for the Advancement of Teaching, but no provision has hitherto been made for officers on our staff who are not of professorial grade. Many of these officers, chiefly teachers in our Schools, enjoy permanent tenure of position and are not likely to resign while capable of giving efficient service. The obvious inference is that in time we shall be forced into the dilemma of retaining teachers whose efficiency is declining, or dismissing them after a lifetime of devoted service. It is obvious, too, that an institution Teachers' which aims to keep in the forefront of educa-Retirement Fund tional progress and is constantly subjected to the inspection of critical experts from all parts of the world, cannot afford to retain a weak or senescent staff. The problem, therefore, has been to find a way of distinguishing those officers whom we wish to retain permanently in the service of the College and of providing the method and means for retiring them when their value to us begins to decline. The following amendments to the Statutes, therefore, are designed to recognize the present worth of our permanent staff of School teachers and to protect our Schools from professional decadence fifteen or twenty years hence.

To carry out this plan the statutes were amended on May 20, 1909, by the addition of the following section:

Section 36. The Treasurer shall maintain a special fund, to be known as the Teachers' Retirement Fund, for the benefit of certain designated officers and teachers who may not be eligible to retirement as University officers under the provisions of the Carnegie Foundation for the Advancement of Teaching.

Section 37. The said Fund shall be created as follows:

- (a) By donations and legacies;
- (b) By appropriations from the income of the College;
- (c) By contributions from persons eligible to participate in the benefits of the Fund; and
- (d) By the income, issues and profits derived from the investment of the foregoing.

Section 38. (a) The Fund shall be administered by a committee of the Trustees, to be known as the Committee on the Retirement of Teachers, consisting of five members, to wit—the Treasurer of the Corporation, the Dean of the College, and three members appointed by the Chairman.

(b) There shall also be an Advisory Committee consisting of seven members, to wit—the Superintendent of Schools, the Principals of the Horace Mann High School, the Horace Mann Elementary School and the Speyer School, and three members to be elected annually by the persons eligible to participate in the benefits of the Fund.

Section 39. (a) The Committee on the Retirement of Teachers shall have power and it shall be its duty, subject to the approval of the Trustees, to adopt rules and regulations for the administration of the Fund. to determine the eligibility of the persons who may participate in the benefits of the Fund, to prescribe the mode of payment and to fix the amount of any annuity or allowance that may be granted from the Fund to any beneficiary, and generally to perform such acts as shall safeguard the Fund and protect the interests of those for whom the Fund is created.

(b) The Advisory Committee shall have the power and it shall be its duty to make such recommendations to the Committee on the Retirement of Teachers as may seem desirable in the interests of those for whom the Fund is created.

On the same day the following Rules for the Administration of the Teachers' Retirement Fund were adopted:

### [ADOPTED MAY 20, 1909.]

r. Officers and teachers of the College, including officers and teachers in the Schools, who may hereafter receive appointments to serve during the pleasure of the Trustees, but who are not eligible for retirement under the provisions of the Carnegie Foundation for the Advancement

of Teaching, shall constitute a class of appointees eligible to participate in the benefits of the Fund, which class is hereinafter referred to as Class A.

- 2. Members of Class A, as a condition of maintaining their eligibility to participate in the benefits of the Fund, shall contribute annually to the Fund two per cent. of their salary, payable in two equal installments in January and June of each year.
- 3. (a) Any officer or teacher of the College who is more than fifty years of age, and who has been a member of Class A for fifteen years or upwards, may, at his own request signified in writing or upon the motion of the Committee on the Retirement of Teachers, be retired from active service at the beginning of the next succeeding year on an annuity for life, amounting to fifteen per cent. of his average salary for the last five years of active service.
- (b) Any officer or teacher who remains in active service for one or more years after becoming eligible to the initial annuity provided for in the foregoing section (3a), may receive on retirement for each such year in addition to the initial annuity, two and one-half per cent. of his average salary for the last five years of his active service, provided that no such officer or teacher shall receive in any year more than one-half of his average yearly salary for the last five years of his active service.
- 4. In the preceding rule years of leave of absence may be counted as years of service, but not exceeding one year in seven.
- 5. The annuity which may be granted to officers or teachers in the service of the College on May 20, 1909, shall be determined in each individual case according to the provisions of rule 3 above, subject to such deductions as may be fixed for not having contributed prior to the creation of the Fund.
- 6. Any person in Class A who voluntarily withdraws from or who is relieved from active service, and the legal representative of any person who dies in active service, shall be entitled to receive the amount of such person's contributions to the Teachers' Retirement Fund with interest computed thereon at four per cent. per annum until the date of retirement.
- 7. An allowance may be made from the Teachers' Retirement Fund to any person in Class A who is obliged to withdraw from active service because of physical or mental infirmity, provided that such allowance shall be for a limited period not exceeding the period of incapacity for active service.
- 8. No provision in the Statutes or in any rule of the Committee on the Retirement of Teachers shall be construed to give to any member of Class A, or to any officer or teacher in the service of the College, the legal right to participate in the benefits of the Teachers' Retirement Fund. It shall be understood and agreed by every person to whom an annuity or allowance may be granted that such annuity or allowance

may not be assigned or pledged for debt and that it may be terminated at any time by the Committee on the Retirement of Teachers.

9. In case any person who has been retired from active service shall cease to be eligible to participate, or shall be denied further participation, in the benefits of the Teachers' Retirement Fund, such person shall be entitled to receive the full amount of his contributions to said Fund with interest computed thereon at four per cent. per annum less such amount as may have previously been paid to him in annuity or allowance with interest computed thereon at four per cent. per annum.

10. The Committee on the Retirement of Teachers retains the power to alter these rules in such manner as experience may indicate as desirable for the benefit of the whole body of teachers.

The annual expense of maintaining the Teachers' Retirement Fund, if deferred until the normal number of retirements have been made, will be large, larger than the College can afford to bear. It is proposed, however, to institute at once a sinking fund which, with its accumulations, will meet probable expenditures twenty years from now. The annual contributions to such a fund, over and above the contributions of the teachers entitled to participate in it, should be from \$6,000 to \$8,000. We appeal to friends of the College for assistance in meeting this moral and professional obligation.

During the year plans have been perfected for opening our new School of Household Curriculum Arts, and the first announcement has been issued. Courses are offered under ten departments: Household Arts Education, 9 courses; Nutrition, 5 courses; Household Chemistry and Physiological Chemistry, 6 courses; Foods and Cookery, 7 courses; Textiles and Needlework, 10 courses; Household Arts and Fine Arts, 15 courses; Household Administration. 11 courses; Hospital Economy, 9 courses; Physiology, Bacteriology, and Hygiene, 6 courses; House Structure and Sanitation, 3 courses—a total of 81 regular courses, to which should be added 23 special courses for non-matriculated students. The teaching staff number 45, of whom 6 are from other departments of the College and 2 from University departments. The School is primarily designed to train teachers of all grades in the special fields of the household arts and sciences from the elementary school to the college and university, supervisors for public school systems, critic teachers in the normal schools, superintendents and teachers in training schools for nurses, trade school teachers, and social workers who teach the household arts in connection with social settlements and other social institutions. A proper combination of undergraduate courses leads to the degree of B. S., and of graduate courses to the degrees of M. A. and Ph. D. Students who do not intended to teach may pursue courses designed to fit them for positions as managers of institutional households, such as college dormitories, hotels, hospitals and asylums; dietitians, food investigators; physicians' assistants; house decorators; social workers; and business managers. The School will open in September in the new building, which is planned to accommodate 500 students.

Through the efforts of Dr. Prettyman, prin-School cipal of the Horace Mann High School, Playground assisted by a committee of the patrons and alumni of the School, a fund of some \$20,000 has been pledged for a School playground. The fact that more than five hundred persons have contributed sums ranging from \$1 to \$1,000 shows the widespread interest in the project. It is proposed to add \$25,000 to the fund by popular subscription, and one patron of the School has promised to pay the interest on this amount during the next ten years or until the fund can be completed. The Trustees in accepting the fund pledge themselves to secure a suitable field and to maintain it for the School. A satisfactory site has not vet been found, but it is hoped that the quest will be successful before the opening of the ensuing school year. The object is one that should commend itself to our friends who value outdoor exercise and athletic sports as a part of the education of all children and especially of children subjected to the strain of urban life.

Whittier Hall came into the possession of the College on January 1st, nearly all of the capital stock of the Morningside Realty Company having been acquired by gift. The building and equipment represent an investment of \$967,858.69, which is subject to a mortgage of \$550,000. The dormitory portion of the

building will be operated on the basis of merely paying expenses, thus assuring to students a college home at cost, but it is expected that the rentals from the Lowell, Emerson and stores will give a fair return on the equity in the property held by the College and provide a sinking fund for the gradual reduction of the mortgage.

The total number of bound volumes in the Bryson Library, exclusive of those deposited by the University Library, is 39,138, a gain of

Bryson Library

2.117 in the past year. The most important accessions have been in the history of education, English works mainly, imported from dealers in second-hand books. A large number of duplicates have been purchased to reinforce the reference shelves, and much statistical material has been gathered for students in educational administration. The collection representing a model children's library has been begun with 120 volumes. A number of these are old editions of the early writers of children's books, such as Peter Parley, Maria Edgeworth, Dr. Aiken, Dr. Watts, Mrs. Barbauld, Mrs. Sherwood and Miss Mitford. Current periodicals number 203. At the opening of the new year nearly one-half more floor space will be available for library use. This will temporarily care for the great increase in the number of readers, and especially will it favor graduate students. But the relief is temporary; within five years we shall have outgrown these quarters and no further extension is possible in our present buildings.

In the death of Dr. James H. Canfield, University librarian, the Bryson Library lost a loyal friend. Interested from the first in its growing activities and rapid development, he was ever ready to give sound and helpful advice to the solution of its problems. On behalf of the College at large, and especially for our librarian and her staff of workers, I wish to record our appreciation of Dr. Canfield's services, and to join with a host of friends in expressing our sorrow in his death.

The museum collection now includes 2,089 text-books, 443 having been added during the year, more than 7,000 lantern

slides and much valuable material illustrating the growth of schools and the development of methods of teaching. With more

floor space next year we shall make available Educational Museum of Professor Smith on the history of mathematics and of Professor Monroe on the history of education. During the year public exhibits have been made of the evolution of spinning and weaving, of materials on the historical development of mathematics, of occupations for invalids and convalescents, of costumes from the 10th to the 20th century, of students' work in elementary book-binding, of art photography and students' work as applied to household arts. The loans made to departments of the College and University number 9,438 and to persons outside the institution, 2,021.

For the first time in our history the publica-Bureau of tions of the College have been self-support-Publication ing. The five numbers of the Teachers College Record have presented studies of educational museums. history in the elementary schools, the teaching of arithmetic, secondary education and equipment for domestic science teaching. Four numbers of the Teachers College series of Contributions to Education have been issued: "English Grammar Schools in the reign of Queen Elizabeth," "History of the Teaching of Geometry," "Legal Status of Rural High Schools in the United States," "Development of School Support in Colonial Massachusetts." "The Theory and Practice of Teaching Art," by Professor Dow, and "The Teaching of Arithmetic," by Professor Smith, both first issued as numbers of the Record, have been published in book form. Professor Lodge's "Vocabulary of High School Latin," one of last year's "Contributions," is being revised for a second edition.

Appointment Committee

The Appointment Committee reports 2,375 inquiries, as against 2,150 the year before. Increasing emphasis is put on industrial and vocational training. Good men are called for in every field and in no subject have we enough competent teachers to meet the demand. The call from foreign lands grows more insistent each year. We are getting more and more foreign students,

but each one who returns leads to a demand for more. From India, China, Turkey, South America, and our own insular possessions, the applications for men and women who are competent to inaugurate and conduct the American type of education are specially numerous. It is significant that Peru takes three of our students, one to direct the public school system, one to head the national college at Lima, and one for inspector of schools.

The following table shows the distribution of appointments reported to the Committee for the years from 1905 to 1909, inclusive:

	1905-06	1906-07	1907-08	1908-09
Colleges and universities		84	71	68
Superintendents of schools	3	5	11	15
Normal schools	20	47	54	94
Supervisors and special teachers	114	208	228	290
Secondary schools	152	168	161	196
Elementary schools	70	74	87	73
Kindergartens		17	24	34
Industrial schools			•••	4
Hospital administration		20	8	14
Miscellaneous positions	24	42	34	40
Less names counted twice	461	665	678 138	828 166
Total	373	511	540	662

The report of the Treasurer, as printed in the appendix, shows a successful year from the financial point of view. The additions during Financial Report

the year to the principal of funds for buildings and equipment amount to \$195,441.38, making a total of \$3,064,140.99. Our productive funds now amount to \$1,126,998.23 for general endowment, and \$333,190.89 for special purposes, increases during the year of \$237,421.99 and \$1,397.57, respectively. The gifts for the year, with accrued interest and profits, amount to \$463,898.56, of which \$29,060 is designated for current expenses, \$577.62 for loans to students, \$1,397.57 for special funds, \$132,891.58 for the Household Arts building, \$50,000 for the heating plant and changes in buildings, \$12,-118.55 for the playground fund, \$431.25 for the Horace Mann

SHOWING TOTAL CURRENT EXPENSES (INCLUDING INTEREST, ASSESSMENTS, ETC.), INCOME FROM ALL SOURCES, AND STUDENT ENROLLMENT FROM 1897-98 TO 1908-09 COMPARATIVE SUMMARY

Total Current Barnings Bapenses, Barnings including chiefly from
Interest and Tuition Assessments Fees
186,664.23 96,582.57
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a Since 1904 the figures give only those extension students who pursue regular courses at the College.

b In 1906-07 the collegiate course in Teachers College was withdrawn in favor of Columbia and Barnard Colleges. Since that time only professional and graduate students have been enrolled in Teachers College.

School, and \$237,421.99 for general endowment, representing the balance of an equity of \$367,858.69 in Whittier Hall.

The current expenses of the year were \$450,863.30, of which \$427,425.57 was chargeable to the general fund. The income applicable to the general fund was \$363,351.03 from earnings and \$35,609.34 from investments, leaving a deficiency of \$28,465.20 to be paid from gifts for the purpose. The fees from College students were \$10,139.75 above the receipts of last year; on the other hand, the receipts from the Horace Mann School have fallen off \$7,870.00, due in part to the financial depression of the past two years.

The accompanying table gives a summary of expenses, income, student enrollment, etc., since 1897.

The budget for the ensuing year authorizes an expenditure of \$634.814, an increase over the past year of \$183,950.70, of which \$142,005 is on account of Whittier Hall and \$17,450 for instruction and expense in the School of Household Arts, \$10.150 for the maintenance of buildings and grounds, and \$14.255.70 for instruction in other departments. The expenses of Whittier Hall will be fully met by its income, but it is hardly probable that the earnings of the College will make up the deficiency in the other departments. We shall need some large gifts for current expenses until the School of Household Arts is well established, and until other departments of the College are provided with more generous endowment. The institution is in no enviable position so long as its income from productive funds is less than one tenth of its expenditures. Students who can ill afford the heavy cost of living in New York City are now paying from their scanty savings the greater part of our expenses. That they are willing to do so is highly creditable and bespeaks an interest in their profession which calls for the best return that we can give them.

Respectfully submitted,

JAMES E. RUSSELL,

Dean.

# COLLEGE OF PHARMACY

#### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

I have the honor to submit the following report for the Academic Year 1908-09:

An event of great interest and importance to the College has been an attempt to secure a revision of the pharmacy law of this State. This attempt, embodied in the Brown bill, was made in response to a recommendation by Governor Hughes, who has taken a deep interest in pharmaceutical affairs, as well as to a demand from the progressive elements in pharmacy. The important feature of the Brown bill, from an educational point of view, was that of placing the examination and licensing of pharmacists, as well as their education, under the immediate control of the State Education Department. The bill contained many other provisions causing it to appeal strongly to our approval, but, unfortunately, as a result of hasty and ill-considered action, it misrepresented both its author and its friends in the form of its final passage by the Legislature, and met a well-deserved veto. Owing to the fact that this attempt is certain to be at once repeated, under more favorable auspices, it still claims our close attention.

On March 16th last, a new code of by-laws was adopted by this College. The primary object of this revision was to bring our administrative methods somewhat closer to those which prevail elsewhere in the University. The effect of the changes involved, an outline of which is published in the Columbia Quarterly, is to

greatly facilitate administration, which becomes more effective in our educational work.

The past year has added another to the interesting series recorded in these Reports, which have marked what may be called the "Reformation" in pharmaceutical The Profession education. Progress during this period has of Pharmacy been not only more rapid, but different in kind from that of previous years. Then the basis of procedure was the volition of the schools individually, influenced in larger part by the pecuniary interests of those in control, these interests being generally in conflict with educational standards. Owing to the intense and incessant conflict between the commercial and professional elements in pharmacy, this upward struggle was more difficult than that through which the other professions had been forced to pass, and success was at no time possible until the question "Is pharmacy a profession" had been answered in the affirmative. When the State of New York returned this answer by placing the education of the pharmacist on a similar basis to that underlying the other professional schools, pharmaceutical education entered upon a new stage of development, to which the name "Reformation" may be justly applied. While this action gave aid and encouragement to the profession, it also intensified the activities of the opposition and brought fresh elements of doubt to such of our youth as were looking pharmacy-ward.

The essential characteristic of the last year of this conflict has been its unmistakable manifestation of the general acceptance of the new order. Not only has there been a general turning of students toward those institutions which impose the higher requirements, but there has been a noticeable increase in the number of those who have gone beyond such requirements, in seeking a broader and sounder preparation and in asking for larger opportunities in the subsequent pursuit of their studies.

The report of the Registrar will show that our school has reaped its share of this professional reward. Neither our part in the legalized course, nor our higher University work, can longer be regarded as in any sense experimental. Both now

have the hearty support of officers and students alike. Elements of dissatisfaction have indeed appeared, but they have been found, in every case, to proceed from the dissatisfaction of the student with his own condition of unpreparedness, thus confirming our estimate of the wisdom of the course upon which we have entered. If we have erred at all, it has been in the direction of too great leniency in permitting conditional admissions. Although in our case such leniency has appeared necessary for the encouragement of the new system, yet we approve of the present attitude of the University Committee on Admissions in regarding such conditions as tending generally toward poor scholarship, and we have resolved to enforce entrance requirements more rigidly in the future.

Our Faculty notes a strong and increasing desire in our University Class for more instruction and better opportunities than are afforded by the present two-year course. University Class Although no resolutions have been adopted or formal decisions reached by us, we feel that steps must be at once taken to meet this demand. We have, it is true, done something in this direction by providing four full days' instruction weekly for such students, as against three days for others, the alternate three being devoted to practical experience through salaried positions in the pharmacy. The new arrangement provides a course of eight, instead of six year-days. These days, however, consist of seven hours each of intense instruction work, and it is clear to us that the ground thus covered is too extensive for thorough tillage within the time allowed. We are therefore inclined to believe that a course of three days weekly for three years, comprising nine year-days, would be preferable. It has been found, moreover, that pharmacist-employers do not find it satisfactory to employ clerks to serve on two week days only, so that such students find it difficult to secure situations. The question of salary here is of minor importance. This school has committed itself to the principle that a mixed course, consisting of school instruction and its practical application in the pharmacy. is desirable. It appears that such a course should extend over a longer period than one comprising school instruction only.

Although this educational feature constitutes the prime consideration, it is not an unimportant fact that most students will prefer a comfortable three-year course with a coincident growing salary to one crowded beyond the limits of safety and without this desirable adjunct.

While the accumulating evidences of improved scholarship are strongest and most conclusive in the examination results obtained by our new class of students and graduates, within our school and elsewhere, they are also apparent in the extensive and growing use by the students of our educational collections and library and in the generally studious habits of the representative portion of our classes.

Provisions have been made during the past year to encourage and facilitate this use of library and museum. Our office service has been improved, so as to enable Library and the Assistant Librarian to be in the library Maseum at those hours when the students are best enabled to employ it. A Curator of the collections has been provided who will greatly improve their usefulness. Radical changes in the museum must soon be provided for, as the cases now installed are seriously crowded and new materials are rapidly accumulating. Similar provisions must be made for the library, as there is a great demand for the new pharmaceutical literature constantly appearing, as well as for reference works in subjects allied to pharmacy.

Our Course for the Analysis of Foods and Drugs, inaugurated three years ago, continues to be of special interest. Established for the express purpose of providing practical instruction for those whose preliminary qualifications were not such as to enable them to work for a graduate degree, this course has been the subject of misunderstanding, and of some dissatisfaction with the limitations of its professional repute, notwithstanding that these limitations are natural and inevitable under the circumstances. In spite of these conditions, there has been a steady improvement in the standing of this course, and there is at present a largely increased inquiry regarding it, and from a better class of students. The lectures by Mr. Duff

on the methods of inspecting food and drug establishments have been highly appreciated and have added greatly to the value of this course.

A new instructor has been provided in the Pharmacy Department, in response to an urgent need, and with the most satisfactory results. A new assistant was also provided in the Department of Chemistry.

It is unfortunate that a favorable and generous response to the increasing demands of a growing course, herein reported, must involve expenditures which are impossible for our College under existing conditions. Increased collections call for additional cases and these, were we able to supply them, must encroach upon space that is already occupied. The books and periodicals which we so sorely need call for heavy expenditure and their possession would necessitate an additional provision to properly care for them. New departments of study and longer courses must multiply the discrepancy which exists between our duty and our ability to perform it. In no other department of professional work is it longer required that higher standards are to be established and supported by the unaided resources coming from insufficient instruction fees.

The notable generosity of American donors to educational work leaves something to be desired in the judgment that is

displayed in its exercise. Assistance is too often denied to those stages during which its usefulness would be multiplied. Long periods of crippled effort are entailed through neglect at the time when aid is most needed. When those who have struggled at a disadvantage until a final and tardy success has been attained have passed away, assistance is apt to be showered as a reward upon those who have occupied no other relation to the struggle than that of becoming its beneficiaries.

Respectfully submitted,

H. H. RUSBY,

Dean.

# SUMMER SESSION

# REPORT OF THE DIRECTOR

FOR THE SESSION OF 1909

To the President of the University,

SIR:

It is my privilege as Director to present herewith a report of the tenth Summer Session of Columbia University, which opened Wednesday, July 7th, and closed August 18th.

By the elimination of two Saturdays as days of regular exercises, the thirty-one days of attendance required, for the summer of 1909, the greater part of seven calendar weeks, whereas in 1908 the session was compressed within a period of less than six weeks.

The advisability of thus allowing two days of every week for rest and recreation has been established by the experience of this summer beyond question, notwithstanding the fact that it led to a closing, later in August than in any previous year. The lateness of closing was due not merely to the fact just stated, but to the maintenance of the custom of the past three years of placing the opening day after July 4th instead of before the national holiday. The arrangement of the calendar has an important bearing upon the well-being of the Summer Session student and his success in attaining the desired object of his attendance.

Although the details of registration are carefully stated in the report of the Registrar, the remarkable increase in attendance in the present session calls for special mention in this report because of the importance Statistical it assumes in the consideration of the various problems connected with summer instruction. In 1908 the

number of students actually in attendance was 1408, although the registration numbered more than 1,500. This summer 1,910 students were actually in attendance, and the registration numbered 1,949. The increase, therefore, is 412, which is the greatest in the history of the Summer Session at Columbia, and places the enrollment far in advance of that of other universities for the same period of the year. This large enrollment is a cause of great satisfaction for many reasons, principally because of the support it gives to the plan of summer instruction as adopted at Columbia, and more than all, because of the possibility it affords for further and increasing usefulness in this important part of educational work. A study of the statistics of attendance and the number of courses offered each year discloses an interesting relation existing between these data. The courses of 1907 exceeded those of 1906 by 26, and the number of students in 1907 exceeded those of 1906 by 342. In 1908 the increase in courses was 2, and that of the number of students was 149. In 1909, 35 courses were offered beyond the number of the preceding year, and the increase in students was 430. It is therefore evident that the increase in courses was followed by a marked increase in the number of students in attendance.

The plan for the Summer Session of 1909 involved the introduction of several new departments of study. Thus, drawing and painting, subjects which may be readily given in the summer, and which are generally called for in various sub-divisions, were offered under the classification of; architectural and freehand drawing, three courses; design and painting, three courses; and mechanical drawing, four courses. Botany in two courses, and zoology in two courses were given as conjointly forming an excellent substitute for nature-study offered in other years. Subjects forming part of the curriculum of the Union Theological Seminary, but of interest to students in general, were offered for the first time. These were: history of the literature of the New Testament, the literature of the Old Testament, history of religious institutions and rites in the Old Testament, the history of religion, and the philosophy of religion. The important subject of mechanics was given a

place apart from physics, with which it was formerly classified, and was offered in two courses. Geology, three courses, and sociology in two courses, which had been discontinued in 1908, were re-introduced. Public speaking and the oral reading of the English classics were given for the first time and classified under English. Assaying was added to the course in chemistry, bookbinding to those in manual training, Romance philology to the Romance languages, the teaching of English in elementary schools and the teaching of German in secondary schools were added to education. One additional course was given in domestic art, two in economics, three in education, three in English, one in fine arts, one in geology, two in German, one in Greek, one in history, one in Latin, one in philosophy, two in physical education, one in psychology, and four in Romance languages. Attention should be called to the detailed enumeration showing the election of courses, as found in the report of the Registrar, inasmuch as this is a very satisfactory method of determining the recognition which has been accorded the courses of study provided for the summer of 1909.

Among the various characteristics of the Columbia Summer Session, to which may be attributed its remarkable success, none should receive more consideration than the teaching power of its staff of instructors. This has always been an impressive feature in the history of summer work at Columbia, but at no time has it been more noticeable than in the present summer. The instructors of 1909 numbered 104 and the assistants 36, as against 87 instructors and 22 assistants in 1908. Of these instructors 42 were not otherwise connected with Columbia University. The number in 1908 was 29, in 1907, 23, and in 1906, 15. Those thus added to the staff of the University were the following:

Professor Charles Sears Baldwin of Yale University; Professor John Spencer Bassett of Smith College; Professor Wilbur Pardon Bowen of Michigan Normal College; President Francis Brown of the Union Theological Seminary; Professor Edouard P. Baillot of Northwestern University; Dr. Jesse Dismukes Burks of Albany Teachers Training School; Professor Edward P. Cheyney of the University of Pennsyl-

vania; Professor Rose Colby of the Illinois State Normal University; Professor Rossetter Gleason Cole of the University of Wisconsin: Professor Alfred T. De Lury of the University of Toronto: Professor Raymond Dodge of Weslevan University: Mr. Andrew Wheatley Edson, Associate City Superintendent of Schools. New York City: Professor Frederick Ernest Farrington of the University of Texas: Professor James Everett Frame of the Union Theological Seminary; Professor William Suddards Franklin of Lehigh University: Professor Ernest Norton Henderson of Adelphi College; Mr. Frank H. Hillyer of Pratt Institute; Professor Will David Howe of the University of Indiana; Professor Gordon Ferrie Hull of Dartmouth College: Assistant Professor Edwin Walter Kemmerer of Cornell University; Professor George William Knox of Union Theological Seminary; Professor George Philip Krapp of the University of Cincinnati; Professor Arthur A. Livingston of Smith College: Associate Professor Rollo La Verne Lyman of the University of Wisconsin; Dr. Charles T. Mc-Farlane, Principal Brockport Normal School; Associate Professor Grace Harriet Macurdy of Vassar College; Professor Edward Rose Maurer of the University of Wisconsin: Professor Harry Stuart Michie of George Washington University; Mr. Arthur H. Miller of the University of Wisconsin: Associate Professor Charles Lee Raper of the University of North Carolina; Professor John Carew Rolfe of the University of Pennsylvania; Mr. Seth Thayer Stewart, District Superintendent of Public Schools, New York City; Mr. Chauncy R. Thomas of the University of Chicago; Professor Oliver S. Tonks of Princeton University; Mr. Alfred C. Thompson, Superintendent of Schools of Auburn, New York; Professor Harry Langford Wilson of John Hopkins University; Professor Irvah Lester Winter of Harvard University; Mr. Frederic A. Woll of the College of the City of New York; and Miss Mary A. Woods and Miss Carrie Van R. Ashcroft.

The opportunity offered to graduate students to fulfil the required residence for the M.A. degree by attendance at four consecutive Summer Sessions has brought to the University an ever increasing body of most desirable students. This is a

condition which is an entirely natural sequence to the generous spirit of the University in its offer of graduate courses. The number of graduate courses in 1909 was 77 Graduate against 61 in 1908, 64 in 1907, 46 in 1906, Courses 20 in 1905. The graduate students in 1909 numbered 364, in 1908, 266; 1907, 218; 1906, 166; 1905, 120. The correspondence between the increase of graduate courses and the number of graduate students is most striking. These students are longing for an opportunity for graduate study in a University which maintains a high standard, and that institution is fulfilling its noblest mission, which, without diminishing its standard, places its advantages before those who are ready to sacrifice time, means and comfort to add to their store of knowledge at a time of the year when the inclemency of the weather affords an excuse for inactivity.

The progress of the Summer Session has been marked, not only by the elaboration and extension of the curriculum, but by the development of what might be termed extra-curricular activities in the very best sense. These have been planned with a definite purpose so as to possess an educational and cultural value, without, however, partaking of the classification and recognition as to credit which mark the regular courses. These lectures, concerts and excursions have served to please as well as to relieve and benefit the students of the Summer Session. Many who have not been enrolled have profited by the lectures and concerts, and the University has had the satisfaction of gratifying a large number who are compelled to remain in the city in the warm weather. A list of public lectures given in the Summer Session will be found on page 158.

Music has formed a very important part of the entertainment of the summer and has been provided with great liberality. Four concerts have been given in the Grove by the Seventh Regiment Band. At these concerts seats were reserved for enrolled students until 8.15. After that hour the gates were thrown open to the public who thronged the University grounds and listened attentively to the music.

Organ recitals were given by Mr. Arthur E. Kraft, Mr. S.

Archer Gibson, Mr. Mark Andrews, and Mr. William J. Kraft. The last named gave, without compensation, a series of organ recitals, which have been attended by large audiences. Mr. Kraft was assisted by Mrs. Edith Porter Kraft, Miss Gescheidt and Miss Niebuhr.

Mr. Benjamin F. Andrews prepared for the Summer Session an elaborate scheme of excursions which should partake of the

Excursions, Receptions and Chapel Services nature of a course in economics. By reason of his illness the Summer Session was deprived of the valuable services of Mr. Andrews and Mr. J. P. Turner was appointed to

fill his place. It is gratifying to record that Mr. Turner has given entire satisfaction, although so suddenly called upon to undertake so difficult a task at the opening of the session. The excursions with the number attending were as follows:

Inspection of University Buildings and Grounds-300.

Visit to Metropolitan Museum of Arts-75.

Jumel Mansion, Washington Heights, and Van Cortlandt Mansion and Museum. Van Cortlandt Park—100.

Circumnavigating New York by Yacht—129.

Washington's Headquarters at Newburgh, and United States Military Academy at West Point—500.

American Museum of Natural History-90.

Washington Irving Region-400.

Manhattan Trade School for Girls and Educational Alliance-25.

Hebrew Technical Training School for Girls-40.

United States Immigrant Station, Ellis Island-500.

Informal receptions to officers and students were given on the evenings of July 14th and August 12th. The first was attended by about 1,200 students, who gathered to listen to an address by the President of the University. These receptions have been made more attractive by the introduction of a simple musical program and have served to provide for the social interests of the Summer Session.

It is gratifying to record an unusual interest in the chapel services which were held every Sunday afternoon at four o'clock. There was a large attendance at each service and the students entered with enthusiasm into the singing, a number voluntarily aiding the choir. The University preachers for the Summer Session of 1909 were: Rev. Henry Sloane Coffin, D.D.; Rev. Raymond C. Knox; Rev. John A. Hutton; Rev. J. Stuart Holden; Rev. Duncan H. Browne was in charge of the services

Two facts stand out most prominently as the experiences of the past summer sessions are taken into consideration. These should be kept in mind in planning for future development. It is evident that the summer ses- Purposes of the sion of six weeks is a form of summer term Summer Session which has met the demand of students not otherwise connected with the University and also of the students of the other terms who desire to use the summer to fulfil a part of their collegiate and university residence. The early history of the Summer Session clearly indicates that its original purpose was to offer an opportunity to those who could not attend at other times of the year. It has splendidly served this purpose and is serving another as well, namely, as a term of the academic year which may be employed by those, who are regarded as regular students, to complete their work or to shorten their period of residence. Thus the problem of a summer term is being satisfactorily solved and the buildings and equipment of the University are now being used to the greatest advantage. Again, it is clear that the Summer Session should differ from the winter session in the obliteration of lines which separate school from school and should offer as rapidly as possible such subjects and courses, generally assigned to these schools, as experience indicates are suitable for the work of a short term. The unity of effort in the summer is a source of power to the University, both in its impression upon the students who come from every part of the United States and because it tends to bring into close association the various departments of the University, which must of necessity be quite distinct in the other terms. It would certainly be an unfortunate mistake to open any school of the University for a six weeks' session. It will, however, meet a great and ever-increasing demand if fundamental courses should be offered in the summer. I would therefore make the suggestion for the Summer Session of 1910: that the following subjects be offered in one or two courses; anatomy,

Additional Courses Recommended bacteriology, embryology and pathology; and that a selection be made of at least three from the following; commercial law, insurance, wills and administration of estates, bankruptcy,

mortgages, New York procedure and domestic relations.

In the way of amplifying subjects already given it would be advisable to add civil government to economics and anthropology to sociology. The courses in design and painting should be largely increased, likewise in domestic art and domestic science. In education we should give methods of teaching mathematics and history in secondary schools and a practicum in secondary education. To English we should add college preparatory English and to public speaking a course in vocal culture. Industrial geography should be given with the other courses in geography, and the courses in history should be increased and varied. In music we should have counterpoint, school singing and conducting, and choral singing. Additional courses should be given in zoölogy. Many classes have been unwieldy, by reason of the great number in attendance and in such subjects as education, English, mathematics, arrangements should be made for sections so that all may receive the same opportunity for instruction. Whenever fundamental courses which are usually assigned to the various schools are given, students completing these courses should receive full credit so that they may be relieved of this part of their work during their attendance in the other terms.

The Summer Courses in medicine at the College of Physicians and Surgeons were planned as usual for the months

Courses in Medicine

of June, July and August in courses varying from three to five weeks in length. The work was assigned to a Board of Instructors, 31 in number, and 16 subjects were offered in 24 courses. Seven of these courses were elected and the registrations were as follows: 7 students in obstetrics, 7 in physical diagnosis, 7 in surgery, 2 in laryngology, and 1 in applied therapeutics, making a total of 24. Eleven of these were physicians, 8 were enrolled

students in the College of Physicians and Surgeons, and 5 were students in other medical schools.

It seems hardly necessary to make any comment in regard to this portion of the summer work of the University, in view of the discrepancy between the elaborate plans, so carefully prepared, and the recognition which these courses received in the small number of students registered.

Respectfully submitted,

James C. Egbert, Director.

## EXTENSION TEACHING

### REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the Columbia University, in the City of New York,

SIR:

I have the honor to submit the fifth annual report of Extension Teaching, being that for the academic year 1908-9.

The development of courses and attendance which has been noted in all previous reports still goes on. The chief part of

Summary of Instruction in 1908-9

our work remains still that of making collegiate, technical, and professional courses available for those who can attend only as parttime students at the University. In this branch

we have enrolled during the past year 2,032 students—made up of 224 candidates for diplomas and 1,808 non-matriculated students, of whom 345 were evening technical students. In our local centres, in coöperation with the Board of Education of New York City, the Brooklyn Institute, the Brooklyn Teachers' Association, the Superintendents of Education of Newark and Passaic, we have in addition 1,206 students in courses, each of which has at least 30 hours' instruction—our minimum unit for collegiate courses. Our total student body during the last year has, therefore, numbered 3,238.

At the outset of the year we had reason to fear that the opening of free extension courses by the City College, in many departments of our work, and the depression of business, affecting especially our evening technical students, would lessen our numbers. We have lost a little (160 students) in local centres; the work there is variable for reasons discussed

below; but attendance at our stable centre, the University, has in this difficult year increased by 131. With improved trade conditions our normal rate of increase will no doubt be resumed.

Our short lecture courses (the average minimum of which is six lectures) have been given in coöperation with the Supervisor of Public Lectures, Board of Education, New York City, and in our local centres. Some courses have been delivered in the Brooklyn Institute. In all we have given forty-six courses with 11,719 auditors. Our system has therefore reached in its three branches of work 14,957 people.

The current year has closed with the complete merging of a large section of Extension work into the regular offering of

Teachers College. For many years the extension courses in domestic art and science have been growing rapidly. In 1902-3 we had but 30 registrations; in the current year 404. This growth has no doubt emphasized the demand for larger possibilities of work which

Transfer of
Work of Extension Teaching
to Teachers
College

the new Household Arts building of Teachers College is now being erected to supply. The Dean of Teachers College has signified his intention of taking entire charge of part-time students in Household Arts, beginning with the next academic year.

Our evening technical courses find their place in the modern industrial world between the apprenticeship system which is

breaking down, and the highly specialized engineering schools. Their value to Teachers College as a fresh source of supply for teachers of industrial arts lends a new importance

The Evening Technical Courses

to this branch of our work, and will call for a fresh consideration of the instruction given.

Each year has seen a better correlation of courses, a better adaptation of the courses to the students' needs, so that the organic character of the evening technical work is now clearly working out. Preparations are made for a large increase of work in the courses in the coming year, and the industry and devotion of the students, everywhere shown, abundantly re-

ward whatever means of instruction the University can make available for them.

As heretofore, I have to acknowledge the generosity of Teachers College for the large number of class-rooms placed at our disposal for the work of instruction of Extension Teaching. No less is due to the University for its ready coöperation when the class-rooms of Teachers College were inadequate.

I have further to acknowledge the generous gift from the Froebel Froebel League of New York City of funds League amounting to \$2,070.96 in support of the Lectureship Froebel League lectureship in kindergarten education in Extension Teaching.

During the last academic year we have published:

Publications
1908-9

A, 16—Theory and Practice of Teaching in
the Secondary School. By Professor
Julius Sachs.

A, 24—Epochs of History. By Professor James T. Shot-well.

A, 25-Musical Art. By Professor C. H. FARNSWORTH.

A, 26—Theory and Practice of Teaching Manual Training. By Professor C. R. Richards.

B, 9—Problems of the City and the Nation. By Dr. E. E. AGGER.

B, 23—Party Government in the United States. By Professor C. A. Beard.

We have revised and reprinted:

A, 21—Wood and Wood-Working. By WILLIAM NOYES, A.M.

A, 23—Theory and Practice of Teaching in the Elementary Schools. By Professors Strayer, Baker, Smith, Dodge, and Johnson.

The demand for our syllabi yearly increases; we are supplying in some cases not only the regular classes of the University, but normal schools, libraries, and reading circles. Of the syllabus last named we have just reprinted an edition of 5,000 copies.

Plans for the next academic year comprise many new courses in the field of music. At present the department of music

of the University provides courses in the theory and history of music; Teachers College provides instruction in voice, piano, and professional instruction for intending teachers of

Extension of Musical Instruction

the public schools; and Extension Teaching offers annually several courses parallel with the preceding. It seems feasible to extend our work in two directions. In the first place, we shall add evening instruction in piano, voice, and violin. But a more important development concerns church music.

The cathedral choirs, colleges, and public schools of England have contributed greatly to the development of music in English life. With us the Universities seem destined to play a similar part in the musical life of this country. It is quite within the prospect of belief that great schools of music may develop from the departments of music already instituted in Columbia and elsewhere. But they must work through the elementary school teachers, the organists and choirmasters, to affect the country broadly. Here we can extend our musical instruction.

We shall offer, through the approval of the heads of the music departments of Columbia University and Teachers College, two important courses intended to train organists and choirmasters. By using the University courses already established in general music, harmony, and counterpoint, and by the addition of a course in choir-training, both for the boy voice and mixed choirs, and an advanced course in the organ, we shall be able to offer a related group of courses for which a general certificate for organist and choirmaster can be fitly awarded. The cooperation of Mr. Felix Lamond, organist of Trinity Chapel, and of Mr. WALTER HENRY HALL, organist of St. Tames's Church, has made these special courses possible. Our other courses in languages-Latin, French, German, Italian,—literature, history, will supplement the special work. For those who wish to extend their vocational range, the professional courses of Teachers College will open the way for students of church music to qualify themselves in the field of

school music. Friends of the movement have agreed to provide generous scholarships for qualified students.

The possibilities are great, and I am hopeful that we shall realize very quickly the wisdom and value of the work which the Administrative Board has sanctioned and undertaken.

The field of commercial education has not as yet been entered on by the University. Plans have been made in past

Extension of Instruction to Courses in Commerce years for courses in commerce, but the expenditure involved has deferred action. Even Teachers College, for all its widespread activities, has no provision for the training of teachers in the field of commerce. On all

sides the opportunity is offered for useful educational work: there is the large development of commercial courses in elementary and high schools and trade-schools; there is the increasing need of organized knowledge in the field of business. Considerations of this kind have induced our Administrative Board to approve of my proposal to undertake commercial education as part of the Extension Teaching system. These proposals have been formulated with the help and advice of Dean Kirchwey, of the Law School; Professor Seligman, for Political Science and Social Science; and Mr. Frank R. Chambers, a trustee of Teachers College of wide business experience. Our proposed courses are unpretentious, but they are organic, and will be developed just as far as support is given us by the students we hope to reach.

We shall offer at night during the next academic year the following courses: the economic history of the United States; the industries and commerce of New York City; accounting; business organization and methodizing; money and banking; commercial law; stenography. A general certificate will be offered qualified students who complete this full group of courses. In this way we hope in some measure to reach the needs of three classes: (1) Men and women in business who wish to increase their knowledge of certain general aspects of industries, finance, and law, applied to their particular needs; (2) Men and women who have had at least two years of college education, and desire to enter the field of business

as secretaries; (3) Graduates of normal schools and college students who desire to teach commercial subjects.

We are especially fortunate in the instructors we are able to assign to these courses, and we can confidently look for a successful beginning in a most important work.

The problem of instruction of serious students in English composition is how to get efficient direction of their work and

an adequate purpose for their writing. Men write what they wish others to read; in the higher forms of composition this means publication. To effect the union between the college work and the press, so that capable, ad-

Extension of English Instruction

vanced students can be put in the way of professional writing is, therefore, the aim of certain courses in composition that will be added to our offiering next year. Dr. Frederic Taber Cooper, editor of *The Forum* and co-editor of *The Bookman*, will give a course in the essay to advanced students; Mr. Walter B. Pitkin, of the New York *Evening Post*, will give an advanced course on the short story, and Mr. Joseph L. Tynan an advanced course in dramatic composition. By this coöperation of college men who have a professional knowledge of the field of literature, we hope to bring the student of composition into closer touch with the life of the world from which spring the suggestions of what he writes, and introduce him to the field of publication or production, which moulds the form of and gives incentive to his work.

Our work contributes a valuable element in the training of teachers in active service. The system of promotion by ex-

amination in force in the educational system of New York City makes for a higher culture and better professional training on the part of the teachers. For these examinations the best preparation is offered by the many and varied

Permanent Instructorships by Joint Appointment

courses of Extension Teaching, which now offer the part-time student even more work than is needed for a college degree. In many cases our certificates are accepted in lieu of examination. This New York City plan is being adopted by neighboring cities, and each year sees an increasing coördination of our

work in local centres with the educational system of those places. The great limitation of our usefulness in such centres is the impossibility, with our lack of permanent resources, of having a permanent, efficient body of instructors capable of doing well this great public work. The interests of the colleges, to which almost all our instructors owe their first duty, are exacting and shifting. In view of this, it seems wise to recommend a coöperation between the colleges and departments concerned and Extension Teaching, by instituting a group of joint appointments of men of associate or professorial grade who would give half their time to Extension Teaching and half elsewhere in the University. Such appointments could be made in English, mathematics, history, French, German, elementary education, and educational psychology. The joint-appointment plan would no doubt be welcomed by the departments concerned; and it would give greater permanence, without too great financial risk, to the instruction offered by Extension Teaching.

In view of the large educational activity of our extension system, of its increasing scope, of its permanent value as sup-

Revision of the Credit for Extension Courses plying a school with educational means and organization differentiated from any other in the University, and yet pointing largely in the same direction as the existing colleges, it is time now to revise the relations of Extension

Teaching to other parts of the University and to secure for its students an honorable recognition of their work. This, I feel, after your statement of the situation, so strongly set forth in your last *Annual Report*, will not be long delayed.

With academic credit our evening collegiate courses can have their proper growth and organization. And New York And Consederate demands, with growing insistence, such colquent Developlegiate work as that of Columbia College and ment of Evening Work

Barnard College, open to its young men and women at night.

Respectfully submitted,

FREDERICK HENRY SYKES,

Director.

#### REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR 1908-9

To the President of the University,

SIR:

As Secretary of the University I have the honor to present the following report for the year ending June 30, 1909. Apart from the more strictly educational advances which are dealt with elsewhere in this volume, the most significant feature of the year now coming to an end has been the closer relations. both formal and informal, which have developed between the University and the Alumni. Here the record for The a single year is a notable one, including as it Alumni does the inauguration of representation upon the Board of Trustees and the election of the first Alumni Trustee; the successful establishment of the Alumni Council Office at the University, and the dignified and appropriate observance of Alumni Day; the establishment under the auspices of the Alumni Council of the Columbia Alumni Weekly; the dinner to Professor Van Amringe under the auspices of the Society of the early Eighties; the resuscitation (in some cases the resurrection) of local Alumni Associations throughout the country and the establishment of new associations. In a number of cases arrangements have been made for scholarships to be awarded on the recommendation of these out-of-town Alumni Associations, and in many instances the officers of these associations have rendered most valuable aid to the University in giving information regarding the University to prospective students and others and in representing the University at academic gatherings. At the University the Alumni are identifying themselves more and more with the daily work of the institution by presiding at lectures and other meetings, giving informal talks to students, and in other ways.

The statistical record of inquiries to which I referred in my last report has been kept up, and after two years of necessary experimentation has, I believe, been placed upon Statistical. a satisfactory working basis. With more than Record 10.000 new inquiries each year, in addition to the names carried over from previous years, the danger is that without the most careful personal supervision any system of records will fall of its own weight. It requires, for example, constant care and ingenuity to eliminate the cranks and idle-minded people whose capacity for correspondence seems unlimited. The interesting and useful results obtained thus far, with the promise of still greater usefulness when continuous records for several years are available, justify us, I think, in devoting a considerable share of the energies of the office to this work.

This preparation and use of statistical records is characteristic of the present mode of attack on University problems. The time was when the offhand judgment of the man who was supposed to "have the details in his head" was the only basis for taking or withholding action of the most serious nature. Nowadays, with Boards of Trustees composed of men of affairs to whom statistical curves are becoming as familiar as the dials of their watches, definite statistical criteria in intelligible form are being demanded as naturally for educational problems as they are for financial or industrial ones.

There have been two important developments in our scheme of publications. The first is the preparation and printing of

Pamphlets in Spanish and Chinese

illustrated pamphlets in Spanish and Chinese regarding the University. The first was prepared under the direction of Dr. FitzGerald and Professor Shepherd, the latter under that

of Professor Hirth, assisted by Mr. Chen, one of our Chinese students. These have been widely distributed in Latin-America and China respectively, and the ensuing correspondence is already giving tangible evidence of the keen interest in American education in those countries, and of the probability that no considerable number of their more ambitious young men are planning to complete their training in the United States.

The second is the distribution, mainly in the form of reprints from the *University Quarterly*, of articles dealing broadly with various aspects of University work with a view to supplementing the necessarily cut and dried statements of the official announcements. The officers who have devoted no little care and labor to the preparation of these articles may be assured that they are thoroughly appreciated by those into whose hands they fall.

The duty of the University as a fiduciary institution—with forty millions of dollars and more entrusted to it—to be of the greatest possible usefulness to the students already registered is obvious, and this duty involves, it seems to me, equally clearly a definite effort to attract students to its doors. It is,

I think, equally obvious that the more students that are attracted to the University, the better we perform our dutyprovided always that the maintenance of rigid academic and personal qualifications insures a qualitative rather than a quantitative standard, and that the facilities for instruction grow with the increasing number of students. I can see nothing undignified or otherwise inappropriate in the endeavor to be of every possible service and encouragement to persons of the right type who are making inquiry as to the work of the University. There is certainly no essential difference in being polite and obliging to one who calls in person and in giving the same kind of treatment by correspondence or with printed material to another who is at longer range and who needs all the more, for that reason, the help that can be given to him. The rapid growth of the University in numbers and complexity brings with it the danger of officialdom and formality in its dealings with individuals, and we cannot overemphasize the importance of everything which will show that it is composed of sympathetic human beings rather than of bricks and mortar and catalogues and printed blanks and receipts. The Faculty Club, the freeing of Deans from other duties, the appointment of a permanent Chaplain, the development of Earl Hall have done much for those already here, and the same care must be taken

to emphasize the human reality of the University to those who are not within its walls.

It is particularly needful now for us to consider this matter, because in the death of Dr. Canfield and Professor George Carpenter the University has lost the two men who perhaps realized most clearly the ideals of which I have spoken, and who unconsciously carried them out in their own busy lives. They were the men to whom we all most naturally turned for wise and stimulating suggestions in difficulties.

The extraordinary growth of the Department of English within the past few years is due primarily to its humanness as exemplified in George Carpenter's administration of its work; and taking the University as a whole it is each year more evident that the Schools and Departments to which students of the right sort are coming in increasing numbers, are those in which they are treated both before and after entrance like reasoning and feeling beings—a treatment which, it must not be forgotten, involves administrative efficiency even more than fair words.

In connection with the development of these personal relations it may be of interest to compare the number of Collegebred officers who give their entire time to administration to-day and ten years ago; for, generally speaking, this administrative work consists primarily of personal service to officers and students. On July 1, 1899, there were in the service of the University corporation six College graduates who did no teaching or library work; at the present time there are fifteen, and in addition six whose teaching service is incidental to their administrative duties.

Respectfully submitted,

F. P. KEPPEL,

Secretary.

#### APPENDIX 1

## STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1908-9

#### SUMMARY OF OFFICERS

Professors (not including two administrative officers	1908-9	1907-8
of professorial rank)	160	157
Adjunct Professors	60	65
Clinical Professors	9	14
Associates	27	
Instructors	76	86
Demonstrators	9	12
Tutors	39	38
Curators	2	2
Lecturers and other special officers of instruction	39	35
Assistants	64	75
Clinical Assistants	83	81
Total	568	565
Other Instructors in Teachers College	67	65
Other Instructors in College of Pharmacy	3	3
	638	633
Administrative Officers	23	20
Other Administrative Officers, Teachers College		
and College of Pharmacy	7	II
•		
	666	664
Emeritus Officers	14	15
Total	68o	679

#### VACANCIES

By Death, Resignation, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1909.

#### Professors and Administrative Officers

FREDERICK R. BAILEY, M.D., Adjunct Professor of Histology and Embryology.

ALONZO BRAYTON BALL, M.D. (died October 24), Emeritus Professor of Clinical Medicine.

EDWARD T. BOAG, Registrar of the College of Physicians and Surgeons. WILLIAM T. BULL, M.D. (died February 22), Emeritus Professor of

Surgery.

James H. Canfield, LL.D., Litt.D. (died March 29), Librarian.

C. L. (died April 8), Professor of R GEORGE R. CARPENTER, D.C.L. (died April 8), Professor of Rhetoric and English Composition.

JOHN G. CURTIS, M.D., Professor of Physiology.

WILLIAM HALLOCK, Ph.D. (April 1), as Dean of the Faculty of Pure Science.

EUGENE HODENPYL, M.D., Adjunct Professor of Pathology. WALTER B. JAMES, M.D., LL.D., as Member of University Council.

GEORGE W. KIRCHWEY, LL.D., as Dean of the Faculty of Law.
GEORGE H. LING, Ph.D.. Adjunct Professor of Mathematics.
Andrew J. McCosh, M.D., LL.D. (died December 2), Professor of

Clinical Surgery.

RICHARD C. MACLAURIN, LL.D. (May 31), Professor of Mathematical Physics.

ERNEST F. NICHOLS, Sc.D., Professor of Experimental Physics.

CURTIS HIDDEN PAGE, Ph.D., Professor of the Romance Languages and

ALBRECHT F. K. PENCK, Ph.D., Kaiser Wilhelm Professor of German History and Institutions.

EDWARD DELAVAN PERRY, LL.D. (January 31), as Dean of the Faculty

of Philosophy.

T. MITCHELL PRUDDEN, M.D., LL.D., Professor of Pathology. BRADLEY STOUGHTON, Ph.B. (December 31), Adjunct Professor of Metallurgy.

Frank L. Tufts, Ph.D. (died April 15), Adjunct Professor of Physics. JAMES S. C. WELLS, Ph.D., Adjunct Professor of Analytical Chemistry.

#### Associates

WILLIAM B. COLEY, M.D., Associate in Clinical Surgery.

#### Instructors

James C. Ayer, M.D. (January 1), Instructor in Clinical Surgery. Henry Bargy, B. es L. (December 1), Instructor in the Romance Languages and Literatures.

NORMAN E. DITMAN, M.D., Instructor in Pathology. JOHN D. FITZ-GERALD, II, Ph.D., Instructor in the Romance Languages and Literatures.

EDWARD LEAMING, M.D., Instructor in Photography.
GEORGE H. McFarland, Jr., M.D. (March 1), Instructor in Obstetrics.
Frank S. Meara, M.D., Instructor in Diseases of Children.
Archibald E. Olpp, M.D., Instructor in Biological Chemistry.

#### Demonstrators

EUGENE L. OPIE, M.D., Demonstrator of Pathology.

#### Tutors

STANLEY F. BOND, E.E., Tutor in Electrical Engineering.
CHARLES H. ELLARD, A.M. (February 8), Tutor in Analytical
Chemistry.
KAUFMAN G. FALK, Ph.D.. Tutor in Physics.
MARGARET A. REED, A.B., Tutor in Zoology.

#### Lecturers

ROBERT E. CHADDOCK, Ph.D., Lecturer in Political Economy.
HAROLD S. DAVIDSON, Ph.D., Gustav Gottheil Lecturer in Semitic Languages.
WILLIAM W. DAVIS, A.M., Lecturer in History.
CHRISTIAN F. K. HÜLSEN, Litt.D., Lecturer in Roman Archæology.
ALEXIS A. JULIEN, Ph.D., Curator in Geology.
ARTHUR K. KUHN, LL.B., Lecturer on Conflict of Laws.
WALTER B. PILLSBURY, Ph.D., Non-Resident Lecturer in Psychology.
HENRI VIGIER, Lecturer in Romance Languages and Literatures.
CLARK WISSLER, Ph.D., Lecturer in Anthropology.
HERBERT H. WOODROW, Ph.D., Lecturer in Psychology.

#### Assistants

Hanford C. Adams, E.E., Assistant in Electrical Engineering.
David G. Allen, M.D., Assistant in Bacteriology and Hygiene.
Addison C. Armstrong, C.E., Assistant in Civil Engineering.
Henry G. Babcock, C.E., Assistant in Drawing.
Julian Blanchard, A.B., Assistant in Physics.
Abraham Flexner, A.M. (December 1), Assistant in Philosophy.
Edward H. Gardner, A.M., Assistant in English.
Henry S. Gilbertson, A.B., Assistant in Politics.
Malcom Goodridge, M.D., Assistant in Diseases of Children.
George W. Hau, A.M. (November 1), Assistant in Germanic
Languages and Literatures.
Henry V. Holcomb, M.D., Assistant in Surgery.
Charles A. Isaacs, A.M., Assistant in Mathematics.
James M. Kent, M.D. (January 1), Assistant in Materia Medica and
Therapeutics.
Edwin Kirk, A.B.. Assistant in Palæontology.
Noel B. Leggett, M.D., Assistant in Surgery.
Annie L. Macleod, M.Sc., Assistant in Chemistry.
William R. May, M.D. (March 1), Assistant in Applied Therapeutics.
Charles S. Mead, Ph.D., Assistant in Zoology.
Alfred C. Prentice, M.D. (December 1), Assistant in Surgery.
Henry J. Skipp, A.B., Assistant in the Germanic Languages and
Literatures.
Reinhard A. Wetzel, B.S., Assistant in Physics.
James E. Wilson, E.E., Assistant in Electrical Engineering.

# PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1909.

# Professors and Administrative Officers

subject Physics Clinical Surgery Clinical Medicine Clinical Surgery Practice of Medicine Clinical Surgery Prestice of Medicine Clinical Surgery International Law Comparative Litera-	Philosophy of Education Cation Clinical Pathology Bacteriology Clinical Surgery Architecture Mathematical Physics Psychology
To Adjunct Professor Adjunct Professor Professor Adjunct Professor Adjunct Professor Adjunct Professor Adjunct Professor Adjunct Professor Professor Professor	Professor Adjunct Professor Adjunct Professor Adjunct Professor Adjunct Professor Professor Professor
FROM Instructor Associate Associate Associate Associate Associate Instructor Instructor Instructor Instructor Adjunct Professor	Adjunct Professor Professor Instructor Adjunct I Associate Adjunct I Instructor Adjunct I Adjunct Professor Professor Adjunct Professor Professor
NAME BERGEN DAVIS, Ph.D. CHARLES N. Dowp, M.D. EVAN M. EVANS, M.D. LUCIUS W. HOTCHKISS, M.D. THEODORE C. JANEWAY, M.D. CHARLES H. PECK, M.D. GEORGE B. PEGRAM, Ph.D. MARIE REIMER, Ph.D. GEORGE WINFIELD SCOTT, Ph.D. JOEL E. SPINGARN, Ph.D.	Henry Suzzallo, Ph.D.  Karl M. Vogel, M.D. Augustus B. Wadsworth, M.D. John B. Walker, M.D. Charles P. Walken, A.M. Albert P. Wills, Ph.D. Robert S. Woodworth, Ph.D.

## Associates

Philosophy	Medicine	Architecture	Medicine
Associate	Associate	Associate	Associate
Wendell T. Bush, Ph.D Lecturer	Lewis F. Frissell, M.D Instructor	CHARLES A. HARRIMAN Instructor	T. Stuart Hart, M.D Instructor

SUBJECT	Pathology Clinical Medicine Clinical Medicine	Anatomy		Orthopædic Surgery English	Analytical Chemistry Medicine	Romance Languages and Literatures	Drawing Biological Chemistry	Civil Engineering	Physics Biological Chemistry	Romance Languages	Classical Philology	Surgery		Zoology Psychology Mathematics	Mechanical Engineer- ing		Physics Physics
TO	Associate Associate Associate	Associate		Instructor Instructor	Instructor Instructor	Instructor	Instructor Instructor	Instructor	Instructor Instructor	Instructor	Instructor	Instructor		Tutor Tutor Tutor	Tutor		Lecturer
NAME	A. M. Pappenheimer, M.D Demonstrator N. B. Potter, M.D Instructor Groke M. Swift M.D		Instructors	Fred H. Alder, M.D. Assistant Harry M. Ayres, Ph.D. Lecturer	HAL T. BEANS, Ph.D. Tutor HAVEN FAFESON, M.D. Assistant	John L. Gerig, Ph.D Tutor	THOMAS H. HARRINGTON, C.E Tutor Alfred P. Lothrop Ph.D.	CHARLES E. MORRISON, Ph.D Tutor	Leichton B. Morse, Ph.D Lecturer H. O. Mosenthal, M.D Assistant	HENRI F. MULLER, B. es L Tutor	T. LESLIE SHEAR, Ph.D Tutor	F. T. VAN BEUREN, M.D. (December 1) Assistant	Tutors	LOUISE H. GREGORY, Ph.D	E. D. THURSTON, Jr., Mech.E Assistant	Lecturers	Herbert A. Clark, A.M Assistant Hermon W. Farwell, A.M Assistant
	V. M. PAPPE V. B. POTTER	REDERICK TI		TRED H. ALB	IAL T. BEAR	OHN L. GERI	HOMAS H.	HARLES E. I	EIGHTON B. [, O, Mosen	ENRI F. MU	LESTIE SH	. T. Van Be		OUISE H. G. I. L. HOLLIN IARRY W. R.	. D. Thurs		FERBERT A. C

NAME

PERCY R. TURNURE, M.D...

#### CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1909.

#### Professors

FROM

то

WILLIAM CAMPBELL, Ph.D	Adjunct Professor	Adjunct Professor
· ·	of Metallography	
M. Adelaide Nutting		
		hold Administra-
	tration	tion
	Associates	
HARVEY W. CORBETT, B.S		Associate in Archi-
WILLIAM A. DELANO, A.B	of Atelier	tecture Associate in Archi-
WILLIAM A. DELANO, A.D	of Atelier	
JOHN V. VAN PELT		
	of Atelier	
	Instructors	
	THSTRUCTUTS	
HUGH B. BLACKWELL, M.D.	Instructor in Clin-	Instructor in Otol-
,	ical Otology	ogy
Adam M. Miller, M.D	Instructor in His-	ogy Instructor in Anat-
	tology and Em-	omy
Evenya H Door MD	bryology	Instruction in Clim
EUGENE H. Pool, M.D		
OLIVER S. STRONG, Ph.D	Instructor in His-	Instructor in Anat-
ozitza zi zixona, i mzitti	tology and Em	Omit

#### Assistants

bryology

gery

tology and

Em-

Instructor in Sur- Instructor in Clin-

omy

ical Surgery

ROBERT M. BROWN, M.D	Assistant in Surgery	Assistant in Clinical
		Obstetrics
FREDERICK B. HUMPHREYS,		
M.D	Pathology	teriology and Hy-
		giene
C. R. L. Putnam, M.D		
	Anatomy	omy
DAVID E. RICE, A.M		
	ophy	chology
CHARLES H. SMITH, M.D	Assistant in Histol-	Assistant in Anat-
	ogy and Embry-	omy
	ology	

#### APPOINTMENTS

To take effect, unless otherwise indicated, on July 1, 1909.

#### Professors and Administrative Officers

NAME	OFF1CE
John W. Burgess, LL.D (April 1)	Dean of the Faculties of Political Science, Philosophy and Pure Science
Russell Burton-Opitz, M.D	Administrative Head of the Depart- ment of Physiology
WILLIAM H. CARPENTER, Ph.D (April 1)	Associate Dean of the Faculties of Political Science, Philosophy and Pure Science
HARRY A. CUSHING, Ph.D JOHN DEWEY, Ph.D	Acting Dean of the School of Law Administrative Head of the Depart- ment of Philosophy
JOHN ERSKINE, Ph.D	Adjunct Professor of English Chief Clerk of the University Professor of Law Assistant Registrar at the College of Physicians and Surgeons
GEORGE S. HUNTINGTON, M.D	Delegate to University Council from Faculty of Medicine
OTTO JESPERSEN, Ph.D WILLIAM DAWSON JOHNSTON,	Professor of English Philology
A.M. ADAM LEROY JONES, Ph.D	Librarian of the University Chairman of Committee on Undergraduate Admissions and Adjunct Professor of Philosophy
WILLIAM G. MACCALLUM, M.D. HENRY RAYMOND MUSSEY, Ph.D. NAOMI NORSWORTHY, Ph.D	Professor of Pathology Adjunct Professor of Economics Adjunct Professor of Educational Psychology in Teachers College
Edward Delavan Perry, LL.D.	Delegate to University Council from Faculty of Philosophy
KARL RUNGE, Ph.D	Kaiser Wilhelm Professor of German History and Institutions for
EDWARD D. RUNYON	Assistant Secretary of the College of Pharmacy
JAMES T. SHOTWELL, Ph.D	Secretary of the Faculties of Fine Arts and Barnard College
WALTER B. SIMPSON (March 1)	Clerk of the College of Pharmacy
WILLIAM M. SLOANE, LL.D (February 1)	Delegate to University Council from Faculty of Political Science (dur- ing absence on leave of Prof. Mun- roe Smith)
HUGII ANGUS STEWART, M.D ASHLEY H. THORNDIKE, Ph.D	Adjunct Professor of Pathology Delegate to University Council from Faculty of Philosophy
RAYMOND WEEKS, Ph.D	Professor of the Romance Languages and Literatures

#### Associates

133	Octutes
STANLEY R. BENEDICT, M.D RUDOLF C. DENIG, M.D AUSTIN W. HOLLIS, M.D JACOB KAUFMANN, M.D OTTO G. T. KILIANI, M.D CYPRIEN O. MAILLOUX, M.Sc DANIEL GREGORY MASON, A.B CHARLES C. RANSOM, M.D ALFRED STILLMAN, M.D. FRANK E. WARD.	Associate in Biological Chemistry Associate in Diseases of the Eye Associate in Clinical Medicine Associate in Clinical Medicine Associate in Clinical Surgery Associate in Electrical Engineering Associate in Music Associate in Clinical Medicine Associate in Music Associate in Music
Inst	tructors
Hugh Auchincloss, M.D  Frederic H. Bartlett, M.D Hugh B. Blackwell, M.D (January 1) Herbert S. Carter, M.D	Instructor in Pathology and Assist- ant in Surgery Instructor in Diseases of Children Instructor in Otology Instructor in Clinical Medicine
(December 1)	Tuestania Commence
KARL A. CONNELL, M.D (December 1)	Instructor in Surgery
CHARLES C. GROVE, Ph.D THOMAS M. GUNN, A.M	Instructor in Mathematics Instructor in Mechanical Engineer- ing
Frederic Moir Hanes, M.D Henry H. Janeway, M.D Charles Christian Lieb, M.D	Instructor in Pathology Instructor in Surgery Instructor in Pharmacology and Therapeutics
RALPH W. LOBENSTINE, M.D JOHN H. MORECROFT, B.S., E.E. EDWARDS A. PARK, M.D WILBUR WARD, M.D	Instructor in Gvnecology Instructor in Electrical Engineering Instructor in Pathology Instructor in Obstetrics
(March I) HAROLD W. WEBB, Ph.D	Instructor in Physics
,	
Dem	onstrators
ALWIN M. PAPPENHEIMER	Demonstrator of Pathology
(November 2) RALPH G. STILLMAN, M.D WILLIAM K. TERRIBERRY, M.D FREDERICK TILNEY, M.D (October 5)	Demonstrator of Physiology Demonstrator of Physiology Demonstrator of Anatomy
T	Tutors
Frederick W. Hehre, E.E A. Arthur Livingston, A.B William C. Moore, B.S A. Ira Prettyman Henry H. L. Schulze, A.M J. Enrique Zenetti, Ph.D	Tutor in Electrical Engineering Tutor in the Romance Languages and Literatures Tutor in Analytical Chemistry Tutor in Physical Education Tutor in the Germanic Languages and Literatures Tutor in Analytical Chemistry

#### Lecturers

NAME	OFFICE
CHARLES DAY, M.E(October 10)	Lecturer in Mechanical Engineering
HENRY HESS(October 10)	Lecturer in Mechanical Engineering
CARL F. L. HUTH, A.M	Lecturer in History
THOMAS W. LUDLOW, A.M (October 5)	Lecturer in Mechanical Engineering Lecturer in Architecture
	Lecturer in Geology in Barnard College
(November 2)	Lecturer in Mechanical Engineering
(January I)	Lecturer in Mechanical Engineering
JOHN WARING PARKS, LL.B (February 1)	Lecturer on Industrial Law
EDWARD M. SAIT, M.A EDWARD W. SCRIPTURE, M.D	Lecturer in Public Law Director of Psychiatric Laboratory
Brandreth Symonds, M.D Elvira Wood, A.M	Lecturer on Life Insurance Curator in Palæontology
SIDNEY ZANDSTRA, Ph.D	Gustav Gottheil Lecturer in Semitic Languages

Assistants										
ALBERT C. BOYLE, JR., M.E.  ALICE D. BREWSTER, A.M.  (October 5)  ALFRED J. BROWN, M.D.  JOSEPH S. CORBETT, A.B.  BERNARD O. DODGE, Ph.B.  MAX F. EASTMAN, A.B.  FRANK ERDWURM, M.D.	Assistant in Geology Assistant in English in Barnard College Assistant in Anatomy Assistant in Mathematics Assistant in Botany Assistant in Philosophy Assistant in Climical Mathematics									
JAMES E. GRAY. A.B	Assistant in Clinical Medicine Assistant in Mathematics									
HENRY E. HALE, M.D	Assistant in Applied Therapeutics									
WILLIAM HALLER, A.B.	Assistant in English									
RANSOM S. HOOKER, M.D JESSE E. HYDE, A.B	Assistant in Surgery									
FAREL L. JOUARD, Ph.D.	Assistant in Palæontology									
(November 7)	Assistant in Electro-Chemistry									
BURTON W. KENDALL, S.B	Assistant in Physics									
FRANK L. MASON, F.F.	Assistant in Electrical Engineering									
WILLIAM S. NELMS, A.M	Assistant in Physics									
(October 1)	· ·									
LEONARD D. NORSWORTHY, C.E.	Assistant in Civil Engineering									
LEON E. PENDER, A.M (September 1)	Assistant in Physics									
JULIET S. POINTS, A.B	Assistant in History in Barnard College									
David E. Rice, A.M(December 1)	Assistant in Philosophy									
JACOB ROSENBLOOM, M.D EDNA R. SCALES, A.B	Assistant in Biological Chemistry Assistant in Mathematics in Barnard College									

MAX SCHULMAN, M.D..... Assistant in Applied Therapeutics
(January 1)
RALPH H. SHERRY, A.M.... Assistant in Metallurgy
AARON F. SHULL, A.B... Assistant in Zoology
CECILIA M. SILLCOX, A.B... Assistant in Chemistry in Barnard
College

#### Leave of Absence

for the whole or a part of the year 1908-9 was granted to the following officers: Professor of Social and Political FELIX ADLER, Ph.D..... (For the entire year) Ethics
J. McK. Cattell, Ph.D., LL.D.. Professor of Psychology
(For the first half-year) George S. Fullerton, Ph.D.... Professor of Philosophy (For the first half-year) PHILIP HANSON HISS, JR., M.D. Professor of Bacteriology

(For the second half year) FRANK M. McMurry, Ph.D.... Professor of Elementary Education in Teachers College (For the entire year) Brander Matthews, LL.D., Professor of Dramatic Literature Litt.D. ..... (For the second half-year) JOHN BASSETT MOORE, LL.D.... Hamilton Fish Professor of International Law and Diplomacy (For the entire year) Adjunct Professor of Latin EDWARD DELAVAN PERRY, Ph.D., LL.D. .... Jay Professor of Greek (For the second half-year)

JOSEPH C. PFISTER, A.M..... Adjunct Professor of Mechanics (For the entire year) MARGARET A. REED, A.B...... Tutor in Zoology in Barnard College (For the entire year)
HENRY R. SEAGER, Ph.D...... Professor of Political Economy (For the entire year)
WILLIAM R. SHEPHERD, Ph.D... Professor of History (For the first half year)

MUNROE SMITH, J.U.D., LL.D.. Professor of Roman Law and Com(For the second half-year) parative Jurisprudence CARLO L. SPERANZA, A.M..... Professor of Italian (For the second half-year) CHARLES A. STRONG, A.B..... Professor of Psychology (For the entire year)
EDWARD L. THORNDIKE, Ph.D... Professor of Educational Psychol-(For the first half-year) ogy in Teachers College

#### Representatives of the University during 1908-9

At the installations of

President Garfield, Williams College—President Butler.
President Richards, Union College—Professor Giddings.
President Maclaurin, Massachusetts Institute of Technology—Professors Hallock, Pupin, Wills, Nichols.
President of the University of Missouri—Professor Keyser.

#### Anniversary celebrations of

Miami University (100th)—Professor Brander Matthews. University of Louvain (75th)—Professor Munroe Smith. Baker University (50th)—Professor F. N. Raymond, A.M., '98. University of Texas (25th)—Professor W. E. Metzenthin, A.M. University of Ovideo-Professor SHEPHERD. International Congress of Philosophy-Professors Strong and FULLERTON.

#### Miscellaneous

American Bar Association Convention, Seattle-Professor Burdick. Laying of the Cornerstone of the new Union Theological Seminary buildings—Professor Burgess.
Conference on Taxation, Toronto—Professor Seligman.

Sheffield meeting of British Medical Association—Professor Holt. New York State Examination Board, Albany—Professor McCrea. Pan-American Scientific Congress, Santiago—Professor Shepherd. Darwin Celebration, Cambridge—Professor Wilson.

Association of American Universities-Professors Carpenter and MUNROE SMITH.

125th Anniversary of St. John's College, Annapolis—Dr. Marcus Benjamin, '78.

Opening of Sage Laboratory, Rensselaer Polytechnic Institute—Mr. Goetze.

#### TABLE SHOWING THE NUMBER OF OFFICERS OF INSTRUCTION IN EACH GRADE, 1899-1909

	1	1898-9	10	03-4	1908-9			
	No.	Percentage of total number	Š.	Percentage of total number	No.	Percentage of total number		
Professors	63	34.4	85 36 28	31.9	120	37.9		
Adjunct Professors	ΙI	6.	36	13.5	47	14.8 8.		
Instructors	20	10.9	28	10.5	25	8.		
Tutors	27	14.7	51	19.1	25 38	12.		
Lecturers	26	14.2	30	11.2	46	14.5		
Assistants	36	19.6	36	13.5	40	12.6		
-	183		266		316			

The above figures omit officers of P. & S., College of Pharmacy, National Academy of Design, Metropolitan Museum of Art, American Museum of Natural History, etc.

#### APPENDIX 2

#### ADDRESSES, PUBLIC LECTURES, CONCERTS AND RECITALS

#### UNDER THE AUSPICES OF THE UNIVERSITY UNIVERSITY SPEAKERS

#### Opening Exercises

#### Morningside

September 23. The Call to Professional Service. Professor Russell.

#### Medical School

The Duty of the Medical Profession to the Public September 24. Professor STARR.

November 4. Inaugural Address of the Kaiser Wilhelm Professor. The Physiography of the German Empire. Professor

#### Commencement Week

#### Baccalaureate Service

February 12. Address in commemoration of the one hundredth anniversary of the birth of Abraham Lincoln. John Coit Spooner, of the New York Bar.
Sermon. Rev. William T. Manning, S.T.D., Rector of Trinity Parish.

May 30.

Address to Members of Phi Beta Kappa June

A. LAWRENCE LOWELL, President of Harvard University. 2. Commencement Address. President BUTLER.

#### On Fine Arts

#### Professor Hamlin

- The Architecture of Imperial Rome. November 9.
  - Early Medieval Monuments. Later Medieval Monuments. 16. " 23. "

66

Masterworks of the Renaissance. 30.

#### Mr. E. R. SMITH

- Greek Sculpture in Italian Collections. December 7.
  - Roman and Romanesque Sculpture. 14. Gothic Sculpture and Donatello.
- January 4. The Sculpture of the Renaissance and Michel Angelo. II.
  - " 18. The Sculpture of the Baroque and Modern Periods; Bernini, Canova.

#### Professor Pellew

- The Discovery of the Aniline Colors and Influence of January 25. this Discovery upon the Welfare of the World. Indigo, Natural and Artificial, and the Recently Dis-
- February I. covered Vat Colors.
  - The Sulphur Colors, and how they can be used. 8. "
    - Some New Applications of Modern Dye-Stuffs to the 15. Art of Stencilling.

#### Mr. E. R. SMITH

- Greek, Roman and Byzantine Painting. March I.
  - The Primitives. 8.

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- 66 The Early Renaissance. 15. "
  - The High Renaissance. 22. The Baroque Period.
- 29. The Paintings of Sorolla. W. E. B. STARKWEATHER, of the Hispanic Society of America. April 5.

#### Jesup Lectures in Coöperation with the American Museum of Natural History

#### Light

#### Professor Maclaurin

- November 18. I. Object of Course. Newton's Experiments and Contributions to Optical Theory.
- II. Color Vision and Color Photography. 25.
- Dispersion and Absorption of Light. December III. 2. Theories.
  - IV. Spectroscopy. Applications to chemistry and as-9.
  - tronomy. V. Polarisation, with some applications to chemistry 16. and molecular physics.
- VI. The Exact Laws of Reflection and Refraction and January Their Bearing on the Construction of Optical Instruments.
  - 66 13.
- VII. Optical Properties of Crystals. VIII. The Principle of Interference and Its Explana-20.
  - tion of Various Color Phenomena. IX. The Measurement of Light Waves and the Theory of Diffraction.
- X. Some Relations Between Light and Electricity. February 3.

#### On the George Blumenthal Foundation

#### The Business of Congress

- Samuel W. McCall, Member of Congress from Massachusetts
- December 3. The Place of Congress in our Political System, and its Functions.
  - General Development of the Rules of the Two Houses. 66
  - The Method of Organization. 10. 66 11. The Quorum and its Maintenance.

January 14. The Speaker and the Development of the Office into one of Political Leadership.

 Obstruction and its Effect in Producing Limitation upon Amendment and Debate.

21. The General Result of our System Compared with that of Great Britain.

 How Unity in our Government is Preserved without the Cabinet System.

#### Celebration of the Three Hundredth Anniversary of the Birth of John Milton

December 9. Milton's Influence on the Movement for Liberal Thought. Mr. Rives.
Milton as a Man of Letters. Professor Trent.
Commemorative Poem. RICHARD WATSON GILDER,
LL.D., Editor of the Century Magazine.

#### In Nautical Science

#### Professor Poor

December 10. The Sun and its Motions.

17. The Earth as an Astronomical Body.

January

" 14. The Making of an Almanac.

" 21. Time and its Determination.

28. Finding One's Position at Sea.

February 4. Latitude. 11. Longitude.

" 18. The Cause of the Tides: the Moon.
" 25. The Prediction of the Tides.

March 4. Tides and Tidal Currents of our Coast.

#### On the History of Rome

Guglielmo Ferrero, Litt.D., Author of Grandezza e Decadenza di Roma

#### IN ENGLISH

December 14. The History and Legend of Antony and Cleopatra.

"16. Corruption and Progress in the Ancient and Modern Worlds.

' 18. The Development of Gaul.

January 4. Nero.

66

6. Julia and Tiberius.8. The Social Development of the Roman Empire.

" II. Wine in Roman History.

13. Roman History in Modern Culture.

#### IN ITALIAN

January 15. Le due fasi del diritto Romano.

#### On Meteorology

- January 12. The Atmosphere. ROBERT SIMPSON WOODWARD, Ph.D., LL.D., Sc.D., President Carnegie Institution. 66
  - Astronomical Climate. WILLIAM LIBBEY, D.Sc., Professor of Physical Georgraphy and Director of the E. M. Museum of Geology and Archaelogy, Princeton University.
  - The Exploration of the Air by means of Kites and Balloons. W. R. Blair, Research Director, U. S. Weather Bureau. 26.
- Scenery, Soil, and the Atmosphere. Albert Perry Brigham, A.M., Professor of Geology, Colgate Uni-February 2. versity. 66

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- Q.
- Storms and Weather Forecasting. WILLIS LUTHER MOORE, LL.D., Chief, U. S. Weather Bureau.

  Physical Theory of Atmospheric Phenomena. James Hopwood Jeans, A.M., F.R.S., Professor of Applied Methods in Princeton Methods in Princeton Prince 16. Mathematics, Princeton University.
- The Recording of Earthquakes by Modern Seismo-graphs. Charles Frederick Marvin, M.E., Professor 23.
- of Meteorolgy, U. S. Weather Bureau.

  2. Climate in some of its Relations to Man. Robert DeCourcy Ward, A.M., Professor of Climatology, Harvard University. March
- 9. Circulation of the Atmospheres of the Sun and the Earth. Frank Hagar Bigelow, A.M., B.D., L.H.D., Professor of Meteorology, U. S. Weather Bureau.

  16. Meteorological Problems for the Future. Cleveland Abbe, A.M., B.D., L.H.D., Professor of Meteorology, U. S. Weather Bureau.

#### Celebration of the One Hundredth Anniversary of the Birth of Edgar Allan Poe

Poe as a Man of Letters. Thomas Nelson Page, of January 19. Virginia. Poe's Cosmopolitan Fame. Professor MATTHEWS. Commemorative Poem. John Erskine, Ph.D., Professor of English, Amherst College.

#### On the Henry Bergh Foundation

- February The Influence of Humane Ideals and Practices in Human Civilization. Professor Giddings.
  - Pure Food as an Element in the Humane Treatment of Men and Animals. H. W. Wiley, Ph.D., of the Department of Agriculture, Washington, D. C. 10.
  - The Humane Treatment of Animals. ALBERT LEFFING-17. WELL, M.D., of Aurora, N. Y.
  - Science and Animal Experimentation. NATHAN OPPEN-24. HEIM, M.D., of New York.
- March Hunting with the Camera. GEORGE SHIRAS 3d, of Wash-10.
  - ington, D. C.
    The Humane Treatment of Children. Homer Folks, Secretary of the New York State Charities Aid Association.

March

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The Humane Treatment of Criminals, SAMUEL J. March 24. BARROWS, D.D., President of the International Prison Commission.

The Ethics of Punishment. Professor Dewey. 31.

The Economic Aspect of the Humane Treatment of Children and Animals. Roswell C. McCrea, Ph.D., April 7. of New York School of Philanthropy.

#### Hewitt Lectures at Cooper Union

#### The Chemistry of Digestion

#### Professor Gies

February 8. 15. ..

22. I.

Food: Biological and Chemical Qualities,
Digestion from General Standpoints.
Digestion in the Mouth.
Digestion in the Stomach.
Digestion in the Intestines.
The Utilization, by the Body, of the Products of 8. 15. Digestion.

Bacteria and their Influence on Digestion, in Health 22. and Disease.

66 Digestion and Nutrition as Modified by Special Influ-20. ences, and in Disease.

#### Celebration of the One Hundredth Anniversary of Darwin's Birth

#### Charles Darwin and his Influence on Science

February 12. Introductory Remarks. President BUTLER.

Darwin's Life and Work. Professor Osborn.

Paleontology. WILLIAM 19. BERRYMAN Scott, Ph.D., Blair Professor of Geology and Paleontology, Princeton University. Darwin's Influence on Zoology. Professor T. H. Morgan.

26.

5. Darwin in Relation to Anthropology. Professor Boas. 12. Darwin's Contribution to Psychology. Professor E. L. March THORNDIKE.

Darwin's Influence on Botany. Daniel Trembly Mac-Dougal, Ph.D., Director of Botanical Research, Carnegie Institution.

. 66 Darwinism and Modern Philosophy. Professor Dewey. 26. April Cosmic Evolution. George Ellery Hale, Sc.D., Director of the Solar Observatory of the Carnegie Institution, Pasadena, California. 66

16. Darwinism in Relation to the Evolution of Human Institutions. Professor Giddings.

#### UNDER FACULTY AND DEPARTMENTAL AUSPICES

#### Department of Anthropology

GUSTAF OSCAR AUGUST MONTELIUS, Ph.D., of Stockholm, Sweden. November 23 and 24. The Mycenean Age. 25. The Symbol of the Cross.

#### Department of Botany

February II. The Importance of Scientific Forestry to the State and Nation. J. S. Whipple, New York State Commissioner of Forests, Fish and Game.

#### Department of Economics

April 20, 22, 23. Ideals of Democracy—Social, Æsthetic and Religious. G. Lowes Dickinson, M.A., of London.

#### Department of English

April 15. Drama Old and New. Mr. TASSIN.

#### Department of Geology

November 4, 11, 18, 25. Physiography of the German Empire. Pro-December 2. Professor Penck.

#### Department of Germanic Languages and Literatures

February 15. The German Conception of Art. Dr. RICHARD.

#### Department of History

March 23. A Great Lady of the Ancien Régime. Ernest F. Hen-DERSON, Ph.D., L.H.D., of Cambridge, Mass.

#### Department of Indo-Iranian Languages

May
7. Mithraism and Manichaeism, two Phases of Early Persian Religious Thought. Professor Jackson.

#### Department of Mechanical Engineering

Works Management

Wednesdays and Fridays during second half-year
CHARLES B. GOING, Editor of Engineering Magazine
C. U. CARPENTER, President of Herring-Hall-Marvin
Safe Co.
HARRINGTON EMERSON, of The Emerson Co.

HARRINGTON EMERSON, of The Emerson Co. RICHARD LINGLEY, Certified Public Accountant. JAMES N. GUNN, of Messrs. Gunn, Richards & Co.

#### Department of Music

Organ Recitals

January 5. William J. Kraft, Organist, Summer Session, Columbia University

lumbia University.

12. Frank L. Sealy, Organist Fifth Ave. Presbyterian Church.

19. J. Warren Andrews, Organist, Church of The Divine Paternity.

26. WILLIAM C. CARL, Organist, Old First Presbyterian Church.

February 2.

FRANK E. WARD, Organist, Columbia University.
WILL C. MACFARLANE, Organist, St. Thomas's Church.
WALTER C. GALE, Organist, Broadway Tabernacle. 9. τ6

23. WALTER HENRY HALL, Organist, Cathedral of St. John the Divine.

2, 9, 16, 23, 30, April 6, 13, 20 and 27. Concerts of Chamber Music. March

May Concert of Original Compositions by Students in the Department.

#### Department of Philosophy

October 9. Questions which Politicians Have Never Asked. HENRY JONES, M.A., LL.D., Professor of Moral Philosophy. University of Glasgow.

#### Department of Physics

#### The Gyrostat

Alexander S. Chessin, M.A., C.E., Ph.D., Professor of Mathematics, Washington University, St. Louis

March 8.

Brief History of the Gyrostat. Influence of the Earth's Rotation on the Motion of 15. Gyrostats.

The Gyrostat in Modern Industries. 22.

#### The Present State of the System of Theoretical Physics

MAX PLANCK, Ph.D., Professor of Mathematical Physics in the University of Berlin

#### In German

23 and 24. Introduction. Reversibility and Irreversibility. April 30 and May I. Kinetic Theory of Matter.

7 and 8. Radiation of Heat. May 14 and 15. General Dynamics. The Relativity Principle.

#### Department of Psychology

#### The Psychology of Reasoning

WALTER B. PILLSBURY, Ph.D., Director of the Psychological Laboratory, University of Michigan

Logic and Psychology. January 19.

20. Belief. 66

"

22. Meaning and the Concept. " 26. The Psychology of Judgment. "

Judgment and Language. 27. 29.

Inference, the Syllogism.
Universal and Particular Conclusions. February 2. Induction and Deduction, Analogy. 3.

#### Department of Romance Languages and Literatures

November 5. La langue auxiliaire internationale. Professor Cohn. Paris au jour le jour (avec projections). Professor 12.

LOISEAUX.

- Henri Lavedan. Dr. Louis Delamarre, College of the 19. City of New York.
- L'Océan et la Vie (avec projections). Dr. Robert-Simon, Membre de la Société de Thérapeutique de December 3. Paris.

10.

- Victorien Sardou. Professor Cohn. L'Ile de Terre-neuve (avec projections). Professor 17.
- Les Idées républicaines dans la politique d'Auguste. January 7.

Signor Guglielmo Ferrero. L'Année 1908 en France. I: Politique. Professor 14. COHN.

Emile Verhaeren. Henry Bargy. Professor Normal College of the City of New York.
 L'Année 1908 en France: II. Science, Littérature, Art.

February Professor Cohn. 66

La poésie de l'heure présente. Mr. VIGIER. II. 66

18. Le curé de campagne. Mr. MULLER.

25. Les Espagnols chez eux (avec projections). Professor Loiseaux.

Apropos de Coquelin. Professor Cohn. March 4.

Le costume et la mode à travers les âges (avec pro-II. jections). Professor Loiseaux.

66 18.

Le 18 mars 1871. Professor Cohn.
Paris au temps des Romantiques (avec projections).
Mr. Marcel Poëte, Head Librarian of the City of 66 25. Paris.

I. La dernière grève. Professor Сони. April

#### Division of Modern Languages and Literatures

#### Molière

Professor Brander Matthews

His Birth and Education. His Wanderings and his December 1. Apprenticeship. 44

His Earlier Comedies.

3· 8. 66 Tartuffe.

66

66 Don Juan and The Misanthrope. His Latest Comedies and his Death. IO. 66

15.

Molière the Man and Molière the Playwright. Shakespeare and Molière. 66 17.

#### Faculty of Law

An Inquiry into the Power of Congress to Regulate the November 11. Intra-State Business of Interstate Railroads. David W. FAIRLEIGH, LL.B., President of the Board of Trustees of the University of Louisville.

### The Judicial Power under the Constitution of the United States WILLIAM D. GUTHRIE. A.M., of the New York Bar

March Importance of the Judicial Power in the History of England. The Common Law as the Source of the Federal Constitution. The Judicial Power delegated to the National Government by the Constitution. The Separation of Governmental Powers. Separation of Governmental Fowers.

I. The Original and Appellate Jurisdiction of the Supreme Court of the United States. The Judiciary Act of 1789. Jurisdiction of inferior Federal Courts.

I. Cases arising under the Constitution, Laws and Treaties of the United States. Power to Declare Statutes Unconstitutional. Enforcement of Laws and " IO. Treaties. IV. Controversies to which the United States shall be . a party, including controversies between the United States and a State. V. Controversies between two or more States and between a State and a Foreign State.
VI. Controversies between a State and Citizens of another State and between a State and Foreign Citizens April or Subjects. Eleventh Amendment.
VII. Cases affecting Ambassadors, other Public Ministers and Consuls. Cases of Admiralty and Maritime Jurisdiction. The Law of Nations. " VIII. Controversies between Citizens of States, and between Citizens and Aliens. Faculty of Medicine On Sanitary Science and Public Health (See Report of the Dean, page 71.) Barnard College April Presentation of Tablet erected to the Memory of Pearl 28. Mary-Teresa Craigie. Address, Rev. John J. Wynne. Summer Session July Columbia University and the City of New York. Professor Tombo. Work and Play in Education. Professor Franklin. Educational Unrest. Dean Russell. The Discharge of Electricity Through Gases, and Properties of the Electron. Professor Davis. Electrical Conditions of the Atmosphere. Professor 66 HALLOCK. and 22. Organ recitals. Mr. KRAFT. 19. The Age of Romance. Professor Baldwin. 66 20, 27, August 3 and 10. Concerts. Seventh Regiment Band. 20. The Necessity for Physical Education. Professor Bowen. 66 Organ recital. S. ARCHER GIBSON, of New York.

August The Pressure of Light and its Application. Professor HULL. Workingwomen and Equal Franchise. Mrs. Frederick

NATHAN.

- Specialization in Secondary Schools, and the Personal Training of Teachers. Professor Sachs.
  - The New Movement in Geography for Secondary Schools. Professor Dodge.

Tennis Games, Ancient and Modern. Professor Bowen. Organ recital. MARK ANDREWS, Sub-Warden, American Guild of Organists.

Beethoven. Professor R. G. Cole. IO.

How to Criticise Themes. Professor Baldwin. II.

66 Parzival. Professor Tombo. 12

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.. The Art of Letter Writing. Professor BALDWIN. 16. 66

The Phenomena of Radioactivity. Professor Pegram. Educational Aspects of Equal Suffrage. Professor 26. DEWEY.

Elements of Enjoyment in Music. Professor R. G. Cole. Melodrama as a Modern Music Form. Professor R. G. 29.

Standards of Efficiency in Education. Professor STRAYER.

#### Extension Teaching

December Piano Recital. Professor RUBNER. 3.

Yuletide Musicale. Miss Mari Ruef Hofer. 17.

Song Recital. Miss GRACE DASCHBACH. January 7.

The Story and Music of "I Pagliacci." Miss MARGARET 14. MAUD ŽERBE.

The Religion in "Parsifal." Professor Farnsworth. Kindergarten Principles and Practice. Thirty lectures, February 4. 9.

beginning February 9th. Miss SUSAN BLOW.
Froebel and the Kindergarten. Fifteen lectures, beginning February 13th. Miss BLOW. 13.

т8. Readings. Miss Azubah Latham.

The Message of "The Meistersinger." Professor 25. FARNSWORTH.

March 4.

The Earliest English Ballads. Sung by Miss Esther White. Described by Miss Mary Ogden White. Bach as a Popular Composer. Mr. Calvin B. Cady. Illustrative programme by Mr. Arnold Dolmetsch at II. the Clavichord and Harpsichord.

18. Song Recital. Miss Helen Latham.

66 Arnold of Rugby. Miss Ethel M. Arnold. IQ.

The Function of Music. Professor McWhood. April

#### In Cooperation with the Academy of Political Science

November 6. The London Money Market during the Crisis of 1907. FRANCIS W. HERST, Editor of the London Economist. "

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#### UNDER ASSOCIATION AND SOCIETY AUSPICES

#### The Germanistic Society of America

Carl Hauptmann. George Von Skal. October 20.

The Stories of Siegfried, especially in the Nibelungen-20. lied. Professor Camillo von Klenze, Brown University.

Walther von der Vogelweide. Professor Henry Wood, Johns Hopkins.

November 10. Hans Sachs. P. G. Adolf Busse, Ohio State University.

" Wolfram von Eschenbach's Parzival. Professor Tombo. 17. 66 Simplicissimus. Professor Harvey Waterman Thayer, 24.

Princeton University. December 1.

Lessing's "Laokoon." Professor Remy. Lessing's "Nathan der Weise." Professor John F. 8.

Coar, Adelphi College,
Goethe's "Goetz von Berlichingen." Professor Hervey.
Goethe's "Wilhelm Meister." Professor Bagster-5. Goethe's January 12. COLLINS.

19.

Goethe's "Faust." Professor Thomas. Schiller's "Räuber." Professor J. F. L. Raschen, 26.

Lafayette College.
Schiller's "Wilhelm Tell." Professor Gustav Gruener, February 2. Yale University.
Schiller's "Wallenstein." Professor C. F. Kayser, Nor-

9. mal College.

Heine's "Buch der Lieder." Professor ROBERT H. FIFE, 16.

Jr., Wesleyan University. Wagner's "Ring des Nibelungen." Professor Car-23.

PENTER.

#### CARL HAUPTMANN

Das Geheimnis der Gestalt. December 2.

Die Drei Gestalten der Dichtkunst. 4. 66

Das Lied. 9.

Vorlesung aus Eigenen Werken. II.

Tanuary The German Emperor and the German Government. 5. Professor Burgess.

The Poetry of Wilhelm Müller. Professor James Taft 29. HATFIELD, Northwestern University.

#### The New York Society of the Archæological Institute of America

December Palestine in the Light of the Latest Archæological Researches. Professor Lewis B. Paton, of the Hartford Theological Seminary.

Excavations and Repair of Casa Grande, Arizona.
J. Walter Fewkes, Ph.D., of the United States
Bureau of American Ethnology.
The Palatine Hill. CHRISTIAN F. K. HUELSEN, Ph.D., February 5.

May 27. Litt.D., Director of the Imperial German Archaelogical Institute at Rome.

#### The Academy of Political Science in Coöperation with the Bureau of Municipal Research

#### The Administration of Public Business

FREDERI	CK	A.	Cr	LEVELAND,	Te	chnical	Dii	rector	of	the	Bui	reau	of	
Municipal Research														
ehruary	т	T	he	Principle	of	Effectiv	U A	A dmis	nietr	ation	. :	the	Pro	Ь

Febru Administration is the Problem of Effective Control.

Forms of Control—Electoral, Representative and Administrative—Provided by Corporate Organizations.

Information Necessary to Make Effective Electoral, Representative and Administrative Control. 8. 15.

March The Means of Obtaining the Information Required for I. Purposes of Control.

HENRY BRUERE, Director of the Bureau of Municipal Research

March Charter Making and Its Relation to Municipal Administration. 66

Budget Making and Its Relation to Municipal Adminis-15. tration.

Shall Municipal Business be Centralized or De-cen-22 tralized.

Business Methods and Municipal Loans. 20.

WILLIAM H. ALLEN, Secretary of the Bureau of Municipal Research April

Elements of Efficiency in Civic Leadership Illustrated by National and State Volunteer Agencies.

66 Non-official Influence upon Municipal Business. IO. "

26. Significance of Citizens' Rights to Inspect Public Records.

Budget Reform in New York City. May 3.

#### The Academy of Political Science

Reasonable Revision of the Tariff. A. Augustus Healy, President of the Board of Trustees of the April 24. Brooklyn Institute.

The Free Trade View. Byron W. Holt, Chairman of the Tariff Committee of the Reform Club.

A Permanent Tariff Commission. Henry R. Towne, President of the Merchants' Association.

The Tariff and the Consumer. Everett P. Wheeler, of the New York Bar.

The Tariff and the Majority. James T. McCleary.

#### Association of Doctors of Philosophy

February 13. The Dramatist as a Citizen. Percy Mackage.

#### The Hispanic Society of America

#### Spanish Literature

RAMÓN MENÉNDEZ PIDAL, Member of the Spanish Royal Academy In Spanish

 El Romancero: Sus orígenes y carácter
 El Romancero: Su difusión en la época moderna. April

#### SERVICES IN ST. PAUL'S CHAPEL

#### Stated Afternoon Services

Rt. Rev. David H. Greer, Bishop of New York. Rev. Edward Arthur Dodd, Rector of St. John's January 10. 17. Church, Rosebank, Staten Island. Rev. HARRY EMERSON FOSDICK, Minister of the First Babtist Church, Montclair, N. J. 24. Rev. EGBERT. 31. Rev. John J. Heischmann, Minister of St. Peter's February 7. Evangelical Church, Brooklyn. Rev. CHARLES H. HAYES, Professor in the General Theo-14. logical Seminary. 21. Rev. Hugh Birckhead, Rector of St. George's Church. 28. Rev. Rufus P. Johnson, Minister of the Washington Heights Baptist Church. March Rev. THOMAS C. HALL, Professor in Union Theological 7. Seminary. Rev. SAUL O. CURTICE, Pastor of the First Methodist 14. Episcopal Church, South Norwalk, Conn. 21. Rev. Knox. Rev. George Clark Peck, Pastor of St. Andrew's 28. Methodist Episcopal Church. Rev. Merle St. Croix Wright, Minister of the Lenox April Avenue Unitarian Church. Rev. Knox. TT. Rev. PERCY S. GRANT, Rector of the Church of the 18. Ascension. Rev. Howard Melish, Rector of the Church of the 25. Holy Trinity, Brooklyn. Rev. Adolphus F. Schauffler, President of the New May 2.

York City Mission and Tract Society.

9.

Rev. Alleyne C. Howell, Rector of St. Stephen's

Church, Sewickley, Pa.
Rev. Samuel D. McConnell, Rector of the Church of St. Luke and Epiphany, Philadelphia.

#### APPENDIX 3

#### EARL HALL

The daily unrecorded attendance in reading room, pool room, manager's offices, etc., has been about 325. The total average daily attendance by record and conservative estimate has been approximately 500.

The following meetings have been held in the building during the year:

Religious, ethical and philanthropic—	Total Different rganizations	Total Number of Meetings	Total Aggregate Attendance
Christian Association	36	534	6,596
Church societies	3	17	863
Other organizations	. 5	37	1,420
Depating and literary societies	19	118	1,777
Scientific and departmental clubs.	10	46	869
Social organizations	4	121	2,425
Student and class organizations and cor	n-		,
mittees	42	167	3,219
Musical and dramatic	13	191	4,772
Mass meetings, etc.	5	6	1,490
Social functions	. 14	22	3,950
Lectures and conferences	9	36	9,250
Miscellaneous	3	236	1,282
Total	163	1,531	37,913

#### APPE

#### SYNOPSIS OF REPORT OF THE COMMI

							A	MOUNTS E	ARNED		15 1 1 \$1 00 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
REGISTRATION BY FACULTIES	Students Registered with the Committee		Students who Reported Earnings		With the Committee's Aid		Independently		Totals		] [pe				
	1907-08	1908-09	1907-08	1908 -09	1907-08	1908-09	1907-08	1908-09	1907-08	1908-09	1907				
College	275	228	69	72	\$3,417.39	\$6,728.90	\$5,954.65	\$8,389.02	\$9,372.04	\$15,117.92	\$13				
Applied Science	122	125	41	35	3,186.28	1,733.84	3,318.25	4,076.16	6,504.53	5,810.00	15				
Medicine	34	52	6	13	740.00	13.79	718.00	971.41	1,458.00	985.20	24				
Law	95	102	48	49	4,538.61	6,077.35	8,309.48	8,425.49	12,848.09	14,502.84	20				
Graduate Faculties	103	132	68	52	7,175.15	6,430.06	12,012.91	14,488.33	19,188.06	20,918.39	28				
Fine Arts	27	19	5	8	420.00	15.00	784.00	465.20	1,204.00	480.20	24				
Teachers College	36	28	23	33	1,481.00	440.00	2,069.98	8,151.34	3,550.98	8,591.34	1				
Barnard College	30	29	4	5	15.00	4.30	37.50	1,240.96	52.50	1,245.96	•				
Totals	722	715	264	267	\$20,973.43	\$21,443.24	\$33,204.77	\$46,207.91	\$54,178.20	\$67,651.85					
						SUMM	IER V.	ACATIO	ONS		.92 \$13 .000 15 .20 24 2.84 26 3.39 28 .0.20 28 1.34 11 5.96 : 1.85 1 2.21 \$1 2.221 \$1 2.85 1 9.28 2 7.63 1 9.00 2				
				1908	1907	1908	1907	1908	1907	1908	19				
College			67	35	\$2,484.57	\$1,108.86	\$8,000.50	\$5,223.35	\$10,485.07	\$6,332.21	\$1				
Applied Science			45	41	1,080.50	1,461.80	5,090.98	4,781.05	6,171.48	6,242.85	1				
Medicine			17	8	691.00	350.50	3,162.50	468.78	3,853.50	819.28	2				
Law			24	27	1,779.65	2,167.93	1,547.80	3,359.70	3,327.45	5,527.63	1				
Graduate Faculties			62	39	1,335.00	2,509.00	11,490.80	4,490.00	12,825.80	6,999.00	2				
Fine Arts			7	4	155.00	165.00	1,229.00	614.85	1,384.00	779.85	1				
Teachers College			20	5	267.00	27.50	3,363.50	433.00	3,630.50	460.50	1				
Barnard College				6		12.00	•••••	330.25	•••••	342.25					
Totals			242	165	\$7,792.72	\$7,802.59	\$33,885.08	\$19,700.98	\$11,677.80	\$27,503.57					

#### E ON EMPLOYMENT FOR STUDENTS

	ESTIM EXPE			EA	RNINGS CI	ASSIFIED 1	BY OCCUPA	TION-A	CADEMIC Y	EAR, 1908-	09	
8			Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous Work		Totals	
nt d. )8-09	Low	Mod- erate	With the Commit- tee's Aid	Inde- pendently	With the Commit- tee's Aid	Inde- pendently	With the Commit- tee's Aid	Inde- pen- dently	With the Commit- tee's Aid	Inde- pendently	With the Commit- tee's Aid	Indepen- dently
309.97	\$527	\$709	\$2,530.46	\$2,632.70	\$1,338.02	\$1,337.42	\$68.00	\$279.50	\$2,792.42	\$4,139.40	\$6,728.90	\$8,389.02
166.00	696	833	958.00	1,847.64	493.30	106.53	35.75	850.75	246.79	1,271.24	1,733.84	4,076.16
75.78	637	717		424.00	13.79	91.50		150.00		305.91	13.79	971.41
295.97	453	648	3,936.50	3,772.88	<b>544.4</b> 8	1,300.85	104.00	499.00	1,492.37	2,852.76	6,077.35	8,425.49
402.28	481	641	4,641.81	9,641.65	545.46	532.37		400.62	1,242.79	3,913.69	6,430.06	14,488.33
60.03	575	759		102.50	10.00	27.00		215.00	5.00	120.70	15.00	465.20
260.34			312.50	6,130.34	2.50			88.00	125.00	1,933.00	440.00	8,151.34
209.05				870.33	4.30	125,30				245.33	4.30	1,240.96
			\$12,379.27	\$25,422.04	\$2,951.85	\$3,520.97	\$207.75	\$2,482.87	\$5,904.37	\$14,782.03	\$21,443.24	\$46,207.91
						Sumn	ner Vac	ation-	-1908			
1908												
180.92			\$225.00	\$880.00	\$227.73	\$805.50		\$300.00	\$656.13	3,237.85	\$1,108.86	\$5,223.35
152.26			631.00	774.50	16.30	495.50	\$522.00	1.811.25		1,699.80	1,461.80	4,781.03
102.41				156.00	112,00	157.78			238.50	155.00	350.50	468.78
204.73			838.50	961.25	474.05	554.45		150.00	855.38	1,694.00	2,167.93	3,359.70
179.46			1,422.50	1,775.50	74.00	325.00		945.00	1,012.50	1,442.50	2,509.00	4,490.0
194.96			165.00					495.85		119.00	165.00	614.8
92.10				110.50		2.50		320.00	27.50		27.50	433,00
57.04				113.50	5.00	202.00			7.00	14.75	12.00	330.2
			\$3,282.00	\$4,773.25	\$909.08	\$2,542.73	\$522.00	\$4,022.10	\$3,089.51	\$8,362.90	\$7,802.59	\$19,700.98
						Sumi	ner Va	cation-	-1907			
			\$3,710.00	\$10,229.80	\$2,972.37	\$4,801.48	\$277.50	\$6,923.8	932.85	\$11,930.00	\$7,792.72	\$33,885.0
					1907-08T I: 1908-09-T	hrough the ndependent hrough the ndependent arnings no	THE FIS  e Committe  c Committe  tly  ot reported  ecords	ec	pearing in	the Uni-	\$29,245.83 65,908.89 5,068.64	\$95,855.00 \$100,223.3

#### APPENDIX 5

GIFTS AND BEQUESTS OTHER THAN MONEY, 1908-9

(For details as to gifts in money and books, see Reports of the Treasurer and Librarian.)

Material to be used in the teaching of hydrotherapy at the Medical School..

Two high-tension dynamos, equipped with switchboards and motor......
Valuable Persian manuscripts......

Valuable material for use in Department of Mechanical Engineering.....

Two steam pumps to be added to the equipment of the Mechanical Engineering Laboratory ......

Messrs. Kopp & Joseph, Berlin, Germany

Peter Cooper Hewitt Alexander Smith Cochran

G. Pouzet, American representative of Société d'Electricité "Nilmelior"
Charles A. A. Düring

Frederic Edgar Underhill, Class of 1893

F. W. Davis

The Department of Chemistry also has received many gifts of chemicals and industrial articles.

# REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909

To the President of the University,

SIR:

I have the honor to submit herewith my report as Registrar of the University for the academic year 1908-9. Most of the work of this office is of a routine character that does not call for special comment. It may be noted, however, that this routine work has been largely augmented during the past year by reason of a more detailed system of record and report instituted in the furtherance of plans formulated by the Committees on Instruction of Columbia College and the Schools of Mines, Engineering and Chemistry. In the many questions of procedure that arose the Registrar has had the valued counsel of the Dean of the Schools of Mines, Engineering and Chemistry and of the late Chairman of the College Committee on Instruction, whose help in things small but vital was characteristic of his ideal of service. The generous coöperation of the President and the Trustees has made possible the increase of the office staff without which the additional work could not have been undertaken. In carrying it out the Chief Clerk has had an important part and the other members of the staff have given loyal and efficient service which it is a pleasure to acknowledge.

The greater part of this report is made up of statistical tables which have been so well developed by the former Registrar that it has been only necessary to follow established models. The illuminative charts showing the increase in registration in the entire University since 1866, and the comparative geographical distribution of the student body in 1896-7 and the current year, included in his last report, have been brought down to date. The report of the last Summer Session is, as usual, appended.

Two new tables (III and IV) are included in the present report. Table III shows the percentage of increase and decrease in the several faculties year by year since 1898-9, as well as for each of the five-year periods and for the ten years, being accordingly a summary of the facts presented by Table II. It will facilitate an examination of the advance or decline of registration at certain times and the comparative effect of causes known to be more or less operative. Tables II and III must be examined in the light of circumstances which may be believed to have directly affected the registration; for example, the increased tuition charges in the Schools of Mines, Engineering and Chemistry and the School of Medicine (since 1903-4), and the increased requirements for admission to the School of Law (since 1902-3). In comparing the percentages of increase, allowance must likewise be made for the relative age of the various schools; for example, of Barnard College, Teachers College and Summer Session, as compared with Columbia College and the professional faculties of Applied Science. Law and Medicine. From Table III it appears that Columbia College and the non-professional graduate schools alone have not experienced a decrease in at least one year since 1898. While there has been an occasional decrease from one year to the next in the larger registration divisions (designated by black letter), none shows a decrease in either of the five-year periods and all show an increase for the ten years varying from 51.50 per cent. to 170 per cent.

The total enrolment of the University, which last year for the first time passed the 5,000 mark, has this year come within a little more than one hundred of reaching 6,000. The actual increase is 514, against 521 last year, making in two years the remarkable increase of 1,035, or 21 per cent. over the attendance of 1906-7. Excluding the students in extension courses there have been 5,887 students enrolled in the various schools of the University, as compared with 5,373 last year. In the University Corporation, exclusive of the Summer Session, the enrolment was 3,194, as against 2,959 in 1907-8, an increase of 235, that for the preceding year having been 125. Including the Summer Session,

with allowance for duplicates, the enrolment of the Corporation increased from 4,089 to 4,415. Of the 3,013 students in extension courses, 1,807 attended courses given at the University, making the total number actually receiving instruction at the University 7,694.

The increase of the year is shared by all the faculties of the University. For the first time since 1901-02 no faculty has experienced a decrease as compared with the preceding year. Columbia College has a slightly larger gain than last year. It would have been greater had the usual number entered in February. This year witnessed the smallest number of applications since mid-year admission was instituted. Only 22 were admitted, as against 40 in 1908, 28 in 1907 and 30 in 1906. The graduates numbered 116, of whom 8 completed their course in three years and 9 in three and onehalf years, as against 16 and 3, respectively, in 1908, and 19 and 6, respectively, in 1907. The total number of graduates who availed themselves of options in the professional schools was 31, distributed as follows: Law, 18; Medicine, 5 (1 for one year, 4 for two years); Mines, Engineering and Chemistry, 5: Architecture, 3. Barnard College continues its remarkable growth, having this year an enrolment of nearly 500. Its increase in the last ten years is nearly 146 per cent. The combined increase of Columbia and Barnard Colleges in that period is 92 per cent.

The non-professional graduate faculties have made a smaller gain than in 1907-08, when it was the largest in their history. Excluding duplicates the increase was 38, but the actual attendance was 66 more than last year, the number of professional students registered under these faculties having been 63, as against 35 last year. The registration in the Faculties of Political Science and Philosophy has been affected by the decrease of Seminary students, as noted in Table VI. Of the 1,015 non-professional graduate students 674 are men and 341 are women, as against 662 men and 315 women in 1907-08. While the increase of women this year is twice that of men, there was last year an increase of 94 men and of only 6 women as compared with 1906-07.

Of the net increase of 514, about three-fifths (317) is in the professional schools, most of which have made substantial gains over the preceding year. The total registration shows the largest percentage of increase since 1900-01 and the largest actual gain in their history. The Schools of Mines, Engineering and Chemistry have nearly duplicated the noteworthy increase of last year. The two years of signal growth (amounting to 160) more than retrieve the loss experienced for three successive years and give a total of 47 more than the largest previous registration of these schools (in 1903-4). In addition to the 697 primarily registered in these schools, 21 College seniors and juniors were in attendance in exercise of their professional option. For the first time since the increased requirements for admission went into effect (1902-3) the Law School has a gain over the preceding year, and a very decided one (81), making the largest attendance since 1904-5. The actual attendance was increased 28 by College seniors who availed themselves of this professional option. In the School of Medicine a small increase occurred, noteworthy as being the first since 1001-2. The College of Pharmacy, which has experienced a yearly decrease since the new requirements for admission were established, has made a substantial gain over 1907-8. The steady increase in the attendance at Teachers College continues, although somewhat less than last year (96 as compared with 153). In the Faculty of Fine Arts there is a very slight variation from last year, there being a gain of 5 in Architecture, a loss of 2 in Music.

The registration under the several faculties is classified in Table I. In Table II will be found a summary of the registration by faculties since 1898-9, and in Table III a survey of increase and decrease by years and by periods. The recent growth of the student body (including Summer Session since 1900) is shown by the following summary of totals:

# TOTAL ENROLLMENT INCLUDING SUMMER SESSION 1866-1909

1893-1894	1,804	1901-1902	4,234
1894-1895	1,942	1902-1903	4,507
1895-1896	1,878	1903-1904	4,709
	1,946	1904-1905	4,981
	2,191	1905-1906	4,964
	2,812	1906-1907	4,852
	3,207	1907-1908	5,373
1900-1901		1908-1909	5,887

The proportion of men and women for the past six years, exclusive of the Summer Session, is as follows:

	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9
Men	. 3100	3201	3029	2832	2930	3205
Women	. 1166	1037	1204	1257	1412	1545
Total	. 4266	4238	4233	4089	4342	4750

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1908-9

	_						
FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total 1909
Columbia College	174 161	137 114	150 108	124 68	82 47		667 498
Total undergraduates							1,165
Faculty of Political Science. Faculty of Philosophy Faculty of Pure Science.					32 31 4	229 548 171	261 579 175
Total non-professional graduate students*							1,015
Faculty of Applied Science** Faculty of Law** Faculty of Medicine** Faculty of Pharmacy Teachers College**	222 111 84 140	238 104 59 111	126 72 71  360	82 82 304	29 43 34 9 127	 7 201	697 330 330 267 992
Faculty of Fine Arts { Architecture** Music	_ <del></del>	98			34 20	3 1	130 28
Total professional students					• • • •		2,774
Deduct double registration †							204
Net total				• • • •			4,750
Summer session, 1908							1,532
Grand total			• • • • • • • • • • • • • • • • • • • •				6,282
Deduct double registration ‡	• • • • • • • • • • • • • • • • • • • •						395
Grand net total							5,887
Students in extension courses §	••••	••••	••••	••••	••••	••••	3,013

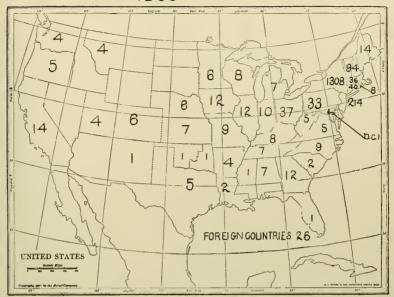
\*The total, 1,015, does not include 63 college graduates in law (40), medicine (11), applied science (12), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 190 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

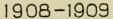
\*\*Exclusive of college students also registered under the professional faculties (in the exercise of their professional option), as follows: 13 Juniors and 8 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science): 28 Seniors in the School of Law; 5 Juniors and 7 Seniors in the School of Medicine; 1 Senior in Teachers College; 1 Junior and 6 Seniors in the School of Architecture.

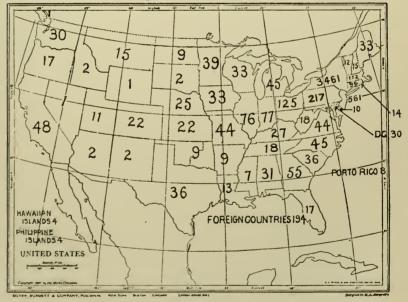
†The 204 are distributed as follows: 201 are Teachers College students enrolled in the Faculty of Philosophy as candidates for the higher degrees (139 men and 62 women); 1 student in Columbia College, 1 in Barnard College, and 1 in the Faculty of Philosophy, are also registered under the Faculty of Fine Arts as candidates for the degree of Bachelor of Music, \$Summer Session students who returned for work at the University.

§Attending at the University (excluding 225 matriculated students of Teachers College), 1,807, of whom 345 were enrolled in the evening technical courses; attending away from the University, 1,206. In addition there were 11,719 auditors in six-lecture courses.

1896-1897







GEOGRAPHICAL DISTRIBUTION OF STUDENTS

(1908-09 is inclusive of 1908 summer session, with allowance for duplicates)

# COLUMBIA UNIVERSITY

# TOTAL ENROLLMENT INCLUDING SUMMER SESSION 1866-1909



REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1898-1909

TABLE II

FACULTIES	1898–1899	1899-1900	1900-1901	1901 -1902	1902–1903	1903-1904	1904-1905	1905–1906	1906-1907	1907-1908	1908-1909
Columbia College	403 202	465 251	476 301	492 339	495 358	504 403	534 366	589 390	638 419	650 453	667 498
Total undergraduates	605	716	777	831	853	907	900	979	1,057	1,103	1,165
Faculties of Political Science, Philosophy, Pure Science*	376	442	466	535	623	692	782	861	877	977	1,015
Total non-professional graduate students*	376	442	466	535	623	692	782	861	877	977	1,015
Faculty of Applied Science Faculty of Law Faculty of Medicine Faculty of Pharmacy	363 349 726	414 380 787	498 423 797	541 440 809	638 461 795	650 384 674	601 341 555 442	580 286 437 353	537 264 381 247	618 249 314 224	
Teachers College**.  Fine Arts { Architecture { Music***	297 96	391 77	528 68	634 85	633	688	721 78 44	865 107 33	743 106 31	896	
Total professional students	1,831	2,049	2,314	2,509	2,611	2,486	2,782	2,661	2,309	2,457	2,774
Deduct double registration † .			105	134	132	196	226	268	154	195	204
Net total	2,812	3,207	3,452	3,741	3,955	3,889	4,238	4,233	4,089	4,342	4,750
Summer Session,			417	579	643	1,001	961	1,018	1,041	1,395	1,532
Grand net total:	2,812	3,207	3,761	4,234	4,507	4,709	4,981	4,964	4,852	5,373	5,887
Students in extension courses §	1,173	751	679	900	1,196	1,590	1,886	2,738	2,719	3,267	3,013

\*Women graduate students registered at Barnard College in 1898 and 1899, but have been included here under the graduate faculties, as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

\*\*The decrease in 1906-7 was due to the fact that Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College are no longer included in the primary registration since that year.

\*\*Music was included under Barnard College prior to 1904-5.

†Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (except in 1906-9), Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate or professional faculty at that time, and students enrolled in Columbia College and Fine Arts.

‡Excluding summer session students who returned for work in the succeeding fall. The summer session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1908. A detailed report of the summer session of 1909 is appended.

§Prior to 1905-6 only such students as were in attendance at the University are included.

I rior to 1905-6 only such students as were in attendance at the University are included.

TABLE III

PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES, 1899-1909, BY YEARS, BY FIVE-YEAR PERIODS, AND FOR THE TEN YEARS

Elsewhere an increase is to be understood.

The mir	nus sign	The minus sign indicates a	s a dec	decrease.	Elsewne	Elsewhere an increase		is to be	ne muderstood	non.			
FACULTIES	0061-6681	1061-0061	2061-1061	1902-1903	1903-1904	1904–1902	1905-1906	2061-9061	8061-4061	6061-8061	\$061-8081 \$061-8061	1908-1904 1908-1904	6061-8081 6061-8061
Columbia College	15.38 24.28 <b>34.88</b>	2.36 19.92 8.52	3.36 12.62 6.95	0.61 5.31 2.65	1.82 12.57 6 33	5.95 -9.18 -0.77	10.30 6.56 8.77	8.32 7.43 10.01	1.88 8.11 4.35	2.61 9.93 <b>5.62</b>	25.06 99.50 <b>49.92</b>	32.35 23.55 <b>28.44</b>	65.50 146.53 <b>92.56</b>
Political Science Philosophy Pure Science Man.undescinal graduate students	17.55	5.43	14.81	16.45	11.07	13.00	10.10	1.86	11.40	3.88	84.04	46.67	170.00
Applied Science. Law Medicine. Pharmacy	14.05 8.88 8.40	20.29	8.63 4.02 1.50	4.77	1.88	-7.54 -11.20 -17.65	-3.49 -16.13 -21.26	-7.41 -7.69 -12.88 -30.03	15.08 -5.68 -17.58 -9.31	12.78 32.12 5.09 19.19	79.06 10.03 -7.16	7.22 -14.06 -51.13 -39.81*	91.73
Teachers College Fine Arts { Architecture	31.65	35.04	25.00	-0.16 -1.18	7.14	4.80	19.97 37.18 -25.00	-14.10 -0.93 -6.06	20.59 17.92 Stat. 6.45	10.71 4.00 -9.67	131.65 -6.25	44.18 44.44 -36.36*	35.42 35.42 51.50
Net total	14.05	7.64	8.37	5.72	-1.67	8.97	-0.12	-3.40	6.18	9.39	38.30	22.14	68.91
Summer Session	14.05	17.27	38.35	11.05	55.68	5.78	5.93	2.26	33.72	9.83	67.46	25.01	267.381
Students in extension courses	-35.98	-9.59	32.55	32.89	32.94	18.56	45.17	-0.69	20.15	-7.77	35.55	89.50	156.86

†Summer Session, 1900-1908. See Note ‡ under Table II. \*Pharmacy and Music, 1904-5-1908-9.

Table IV. classifies the matriculated students of the Summer Session, constituting, in 1908, 48.63 per cent, of the total registration. Of the considerable number (165 in 1906, 215 in 1907, 268 in 1908) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1908, 190) do not return during either of the succeeding half-years and hence are not accredited to those faculties in the statistics of the year. Those who complete the residence requirement for the A.M. in Summer Session exclusively would never appear as non-professional graduate students. There is likewise a large number of Summer Session students matriculated in Teachers College who do not return during the remainder of that year, although sooner or later all spend at least one full year in residence. Those matriculated under the faculties of Columbia College, Barnard College and Applied Science practically all return in the fall (the exceptions being mainly those who have completed their work for the degree) and are accordingly included in the statistics of Table I. They account for nearly all of the double registration noted as due to the The graduate students registered for Summer Session. 1908-09 in Summer Session only, are included in the statistics of the Faculties of Political Science, Philosophy and Pure Science as given in Tables VII. and VIII. They are not included in the statistics of those faculties as given in Tables I., II and III.

TABLE IV CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER SESSION OF 1908

FACULTIES		urned Du ademic Y 1908-9	47		Not Res Academi 1908-9		TOTAL
	Men	Women	Total	Men	Women	Total	
Columbia College Barnard College	71	16	71 16	16	9	16 9	87 25
Total undergraduates	71	16	87	16	9	25	112
Political Science Philosophy* Pure Science	6 34 12	1 22 3	7 56 15	5 84 29	6 54 12	11 138 41	18 194 56
Total non-professional grad- uate students	52	26	78	118	72	190	268
Applied Science	125 14 17 2	66	125 14 83 3	3 28	109	3 137	125 17 220 3
Total professional students	158	67	225	31	109	140	365
Grand total	281	109	390	165	190	355	745

\*Including 84 students (74 men and 10 women) with education as a major subject and registered under the Faculty of Philosophy through Teachers College. Of this number 22 (18 men and 4 women) returned during the academic year. †Including 12 students in the Medical Summer Session. ‡The discrepancy between the total number of undergraduate students in Teachers College as given here and that given (145) in the report of the Summer Session last year is due to the omission, by error, in that report of students matriculated subsequent to registration.

Table V explains the distribution by departments of the students enrolled in the Schools of Mines, Engineering and Chemistry and shows the number of College students who have availed themselves of the professional option in these schools. The figures for 1907-08 are added for comparison.

TABLE V

DEPARTMENTS	ond Year	rd Year	Fourth Year	Non- matriculants	То	tal
	Second	Third	Fou	Normat	1908-9	1907-8
Chemical Engineering. Chemistry Civil Engineering. Electrical Engineering. Mechanical Engineering. Metallurgy Mining Engineering	24 40	6 2 26 27 17 4 44	4 4 20 17 19 3 15	1 6 6 5 2 2 7	25 16 106 73 78 15 162	19 27 88 79 62 12 138
Total First Year	238	126	82	29	475 222	<b>425</b> 193
College students also registered in the Schools of Mines, Engineering and Chemistry					697	618
					718	625

From Table VI it appears that there has been a decrease of about eighteen per cent. in the number of seminary students in attendance under the non-professional graduate faculties. As compared with the registration for 1906-7, Union Theological Seminary shows an increase; all the other seminaries show a decrease.

TABLE VI

SEMINARIES	Politi- cal	Phi-	Pure Sci-		Total	
GEMMARIES	Sci- ence	losophy	ence	1908-9	1907-8	1906-7
Union Theological Seminary. General Theological Seminary. Drew Theological Seminary Jewish Theological Seminary	5 5 2	22 8 1 7	::	65 13 6 9	75 15 9 14	52 24 10 12 2
St. Joseph's Theological Seminary New Brunswick Theological Seminary	::	i		i	i	3
Total	55	39		94	115	103

Tables VII and VIII give a detailed classification of students pursuing work under the Faculties of Political Science, Philosophy and Pure Science, showing the primary registration as well as that of students enrolled in the professional schools and in affiliated institutions. Candidates for the higher degrees pursuing work in the Summer Session are primarily

registered under these faculties. Only those who did not return for either of the succeeding half-years are included in Tables VII. and VIII.; complete statistics of graduate registration in the Summer Session have been given in Table IV. Since these students have not hitherto been so classified (and hence in Tables I., II. and III. are not included under these faculties), they are entered separately in order not to affect comparisons. For the same reason it has not been practicable to give the corresponding figures for 1907-8. This fact should be noted in comparing the totals.

TABLE VII

CLASSIFICATION OF STUDENTS REGISTERED IN THE FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

A-Faculty	of P	olitical	Science

	Matr	lculated	Matr	Von- iculated	Т	otal	Gr: To	and tal
	Men	Women	Men	Women	Men	Women	1908-9	1907-8
Primarily registered Summer Session Seminary students School of Philanthropy School of Law Officers	4	41 6 11	15 2 4	7	130 5 55 8 40 4	45 6 18	175 11 55 26 40 5	173 55 9 26 5
Total	221	59	21	11	242	70	312	268

#### B-Faculty of Philosophy

	Matr	iculated		lon- iculated	т	otal		and tal
	Men	Women	Men	Women	Men	Women	1908-9	1907-8
Primarily registered Summer Session Teachers College* Seminary students School of Philanthropy	144 84 139 34	154 54 62 1	11	16	155 84 139 38	170 54 62 1	325 138 201 39	306 190 60 2
School of LawOfficers	9	5			9	5	14	5 14
Total(Omitting duplicates)	410	276	15	16	425	292	717	575

<sup>\*</sup>Candidates for the higher degrees with education as a major subject register under the Faculty of Philosophy through Teachers College. Of the 201 students so registered 100 took courses (other than those in education at Teachers College) under the non-professional graduate faculties, distributed as follows: Political Science 40, Philosophy 46, Pure Science 14.

C-Faculty of Pure Science

	Matr	iculated	Matr	Non- iculated	Т	otal		and tal
	Men	Women	Men	Women	Men	Women	1908-9	1907-8
Primarily registered Summer Session Botanical Garden	29	33 12	4		115 29	33 12	148 41	140
Applied Science School of Medicine Officers	12 11 21	6			12 11 21		12 11	4
Total	184	51	4		188	51	27	169

The Faculties of Political Science, Philosophy and Pure Science also give instruction to students of Columbia, Barnard and Teachers Colleges who are admitted to certain courses (numbered under 200) that are open to qualified undergraduates. Since such students receive credit for this work toward the bachelor's degree only, they are not included in the statistics of the graduate faculties. In 1908-9 (exclusive of the Summer Session) the number of undergraduate students taking one or more courses under the Faculty of Political Science was 121; under the Faculty of Philosophy, 87; under the Faculty of Pure Science, 18.

TABLE VIII

POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE (TOTAL)

# A-By Primary Registration

Primary	Matr	iculated	Matr	Non- iculated	Т	'otal	Grand Total		
Registration	Men	Women	Men	Women	Men	Women	1908-9	1907-8	
Pol. Sc., Phil., & Pure Sc	370 118 87 4	228 72 1 11 62	30	20	118 93 8 12 40 11 34	248 72 1 18 62	648 190 94 26 201 12 40 11 46	115 11 190 4 31	
Total(Omltting duplicates)	815	386	40	27	855	413	1268	1012	

B—By Faculties (Total, including Summer Session in 1908-9, but not in 1907-8)

	Matr	riculated		Non- iculated	т	otal	Grand Total			
Faculty	Men	Women	Men	Women	Men	Women	1908-9	1907-8		
Political Science Philosophy Pure Science	221 410 184	59 276 51	21 15 4	11 16	242 425 188	70 292 51	312 717 239	268 575 169		
Total	815 386		40 27		27 855 413			1268 1012		

C—By Faculties (omitting students registered primarily in the professional faculties of Applied Science, Law and Medicine, but including Summer Session in 1908-9)

	Matr	iculated		Von- iculated	т	otal	Grand Total		
Faculty	Men	Women	Men	Women	Men	Women	1908-9	1907-8	
Political Science Philosophy Pure Science	410 161	59 276 51	21 15 4	11 16	202 425 165	70 292 51	272 717 216	242 570 165	
Total	752	386	40	27	792	413	1205	977	

D—By Faculties (omitting Summer Session and students registered primarily in the professional faculties of Applied Science,

Law and Medicine)

	Matr	iculated		Von- iculated	Т	otal	Grand Total		
Faculty	Men	Women	Men	Women	Men	Women	1908-9	1907-8	
Political Science Philosophy Pure Science	326	53 222 39	21 15 4	11 16	197 341 136	64 238 39	261 579 175	242 570 165	
Total	634	314	40	27	674	341	1015	977	

Table IX indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1908-9, exclusive of the Summer Session. Table X summarizes the election of major and minor subjects by divisions and by faculties.

TABLE IX

MAJOR AND MINOR SUBJECTS OF STUDENTS IN THE FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

Subjects	Poli Scie	tical ence	Philo	sophy	Pure S	cience	То	tal
CLEGECIS	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Administrative Law American History	15	13		6		1	15 35	14 20
Anatomy	35	14			6		6	20
Ancient History	3	2		3			3	5
Astronomy		+	1	1		7	1	5 7
Bacteriology			l		1	4	1	4
Biological Chemistry Botany					5	8	5	8
Chemistry		• • • • • • •		2	15 34	7 28	15 34	9 32
Chinese Lang. and Lit		·····i	3	4	31	25	3	1
Civil Engineering					3	2	3	2
Classical Archæology			4				9	3
Comparative Literature Constitutional Law Education	16	3 16	9	1			16	17
Education	10	8	171	166		13	171	192
Electrical Engineering					1	4	1	4
Embryology English			103	70	• • • • • • •	1 2	103	73
Geography	1			70		1 1	103	1 13
Geology				1	16	20	16	21
Greek (incl. Archæology)			47	41			47	41
Histology			7	12		1	7	12
Indo-Iranian Languages		:::::::	1				1	
Indo-Iranian Languages International Law Latin (incl. Roman Arch.)	6	12					6	12
Latin (incl. Roman Arch.)		1	46	20			46	21
				1	4	14	4	1 14
Mathematics				11	34	10	34	21
Mechanical Engineering			1		3	2	3	2
Medieval History Metallurgy	9	12		1 1	5	3	9 5	13
Metallurgy				1	1 1	4	l i	1 4
Mining Modern European History						5	}	5
Modern European History	8	19		9		·····i	8	28
Music					1	1	1	1
Pathology Philosophy (incl. Ethics) Physics		15	44	43			44	58
Physics				1	23	15	23	16
Physiology Political Economy	40	38		1 3	1	2	1 40	3 42
Political Philosophy	40	11		i			4	12
Psychology	1	3	11	22		2	11	27
Roman Law and Comp.	8	0.5					8	25
Jurisprudence Romance Langs, and Lit.	8	25					8	25
(incl. Celtic)			27	24		1	27	25
(incl. Celtic)		2	9	5			9	7
Social Economy	27	12 37		5 32		1	27 66	17 70
Zoology and Statistics.	00	01		3	18	11	18	14
Total	237	254	483	490	171	176	891	920
		1	1	1		•	1	1

It will be seen from the above table that twenty-five or more candidates for a higher degree have pursued major work in each of twelve subjects, the order being education, English, sociology, Germanic languages, Latin, philosophy, political economy, American history, chemistry and mathematics (with an equal number of major candidates), Romance languages, social economy. In 1907-8 the number of subjects with twenty-five or more major candidates was ten, the order having been education, English, sociology, philosophy, Germanic languages, political economy, mathematics, American history, Latin, chemistry.

TABLE X

(A) SUMMARY BY DIVISIONS

Divisions		tical ence	Philo	sophy	Pure S	Science	Total					
DIVIDIONS	Major	Minor	Major	Minor	Major	Minor	Major	Minor				
Biology Chemistry Classical Philology			57	6 4 32	47 34	34 28	47 34 57	40 32 33				
Education Engineering Geology, Geography and		8	171	166	7	18 8	171	192 8				
Mineralogy	•••••			1	17	25	17	26				
Public Law Mathematics and Physical Science		211		61		3	237	275				
Mining and Metallurgy Modern Languages and				12	61 5	46 8	61 5	58 9				
Literatures Oriental Languages Philosophy, Psychology		9	186 13	135 6		3	186 13	147 9				
and Anthropology		22	56	66		3	56	91				
Total	237	254	483	490	171	176	891	920				

#### (B) SUMMARY BY FACULTIES

FACULTIES	Poli Scie	tical ence	Philos	sophy	Pure S	cience	Total		
FACULTIES	Major	Minor	Major	Minor	Major	Minor	Major	Minor	
Political Science	237	211 43	483	61 405 24	171	3 24 149	237 483 171	275 472 173	
Total	237	254	483	490	171	176	891	920	

Table XI. shows the geographical distribution of students in the Corporation, as well as in Barnard College, Teachers College, and the College of Pharmacy, but does not include the Summer Session. It embraces all the States of the Union, as well as the Distribution trict of Columbia, the Hawaiian Islands, Porto Rico and the Philippines. The following summary compares the percentage of students from the several registration divisions during the last seven years:

	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9
North Atlantic Division	83.28	82.19	83.86	82.35	80.85	78.40	80.15
South Atlantic Division	$\frac{2.85}{2.13}$	$\frac{2.69}{2.29}$	$\frac{2.78}{1.69}$	$\frac{2.65}{1.77}$	2.76	3.38	3.20
North Central Division	6.26	6.56	6.18	6.78	2.03 8.05	$\frac{2.56}{8.75}$	$\frac{1.89}{8.39}$
Western Division	3.02	3.20	2.61	2.76	2.57	2.79	2.61
Insular Territories Foreign Countries	$0.13 \\ 2.33$	$\frac{0.24}{2.83}$	0.09 2.79	$0.14 \\ 3.55$	$0.17 \\ 3.57$	$\frac{0.14}{3.98}$	0.27

The percentage of students from the North Atlantic division shows an increase of 1.75 per cent. over that of 1907-8, although it is smaller than in any preceding year. The actual increase in this division is 303 of the total 408. While there has been a percentage decrease in all other divisions, with the exception of Insular Territories, all except the South Central division and Foreign Countries show an actual gain of from 5 to 18 students. From certain States there has been a relatively large increase: from Indiana, for example, 44 to 55; from Oregon, 7 to 17. The average rate of increase, however, has not kept pace with that of the North Atlantic States. The total number of students from all the other registration divisions is 943, as against 938 in 1907-8, while in 1906-7 it was 630, in 1902-3 only 435. There has been a net loss of 7 in the number of students from Foreign Countries, the decrease of 14 from Japan being partly offset by increases from other countries. As compared with 1906-7, however, there is a gain of 20, with 1905-6 a gain of 40. The largest number of European students came from Great Britain and Ireland, Russia and Germany, in the order named. The largest registration of foreign students is in the Schools of Mines. Engineering and Chemistry, followed by Teachers College, Political Science, Philosophy, Medicine and Law.

TABLE XI
RESIDENCE OF STUDENTS—(A) THE UNITED STATES

1908-9	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Total
North Atlantic Division	620	224	264	573	112	407	430	120	470	con	045	107	3807
(80.15 per cent.) Connecticut	4	10	12	513	4	167 5	8	138 5	6	692 26	245 4	137	86
Maine	2	7	2 4	10	···i	1 4	3 19	6	1 3	11 37	2	7	26 89
New Hampshire	1		_			1	1	1		9	1	1	13
New Jersey New York	59 537	20 173	37 199	60 489	· 12 94	15 130	49 333	12 103	62 401	113 441	36 194	17 104	458 2990
Pennsylvania	11	12	7	9	1	10	15	4	401	47	7	104	125
Rhode Island Vermont	2	1	2			1	2	1 2		2 6			11
South Atlantic Division	1							2		О			9
(3.20 per cent.)	4	18	12	18	9	8		6	5	57	3 2	11	152
Delaware District of Columbia				4		1	1	···i	1	6	2	···i	9 12
Florida	1	2	1	;	ļ <u>;</u>		1			3 9		1	7 27 22 23
Georgia	···i	5	2	4	$\begin{vmatrix} 4\\1 \end{vmatrix}$	1 1	3 4	···i	2	12		3 3	27
North Carolina South Carolina	1	2	4	2	1	2	3	2		5	1	3 1 1	23
Virginia	l''i	5 3	4	3	1 2	3	3 4	···i	1	8			17 25
West Virginia			1	1			3			6		ï	10
South Central Division (1.89 per cent.)	7	19	- 11	8	2	4	10	1	3	25	2	2	90
Alabama	1		4	2			1		1	8			17
Arkansas Kentucky		3	2	···i		1	2 3		····i	5		2	7 14
Louisiana	1	3				1			<b> </b>	2		• • • • •	7
Mississippi Oklahoma		2	1	····i			1		1	$\frac{1}{2}$	· · · · ·		7 9
Tennessee	· · · · <u>·</u>	3	3		1		1			4			9
Texas North Central Division	5	4	3	4	1	1	1	1	• • • •	3	2	• • • •	25
(8.39 per cent.)	19	41	19	31	20	45	81	18	6	148	3	33	398
Illinois Indiana	4	7	3	6	1	3 7	16 16	1 7		22 25		8	57 55
Iowa	3	2	<sub>2</sub>	i	2	4	4	1		6		3 8 1 2 5 4	24
Kansas Michigan	3	4		1 3	1 1	8	7			10 18	::::	5	23 35
Minnesota	1	2	3	4	2	4 3 8 1 2 2	9	1	1	15		4	35
Missouri Nebraska	3 1 1	3 4	3	4 7 2	1	2	6	2	1	8	1	4 1	33 16
North Dakota	1		2 2	1	1	··ii	1	;		3			9
Ohio South Dakota	3	13		ь	4	11	16	4	2	27	2	4	86
Wisconsin		2	2	• • • •	3	1 3	1	2	2	10	• • • •	1	1 24
Western Division (2.61 per cent)	12	15	10	24	6	10	12	4	4	33	1	7	124
Arizona	2	<sub>1</sub>	3	1 6	4	••••	1 5	i	• • • •	 19	••••;	5	2 41
Colorado	ĩ	2	1	7		2	1			19			15
Idaho	i	i	i	<sub>6</sub>	••••	1 1		$\frac{\dots}{2}$	i	i	• • • •	• • • •	 14
Nevada	1												1
New Mexico Oregon	2 2	3	3	i	•••;	• • • •	3	• • • •	2	3	• • • •	i	17
Utah		2						ï	ĩ	4			8
Washington	3	6	2	3	1	2	1 1	• • • •	••••	4	• • • •	<sub>1</sub>	2 17 8 22 1
Wyoming Insular and Non-contigu-		• • • •	••••	• • • •	• • • •	••••	1	• • • •	••••	-	••••	-	•
ous Territories		1		1	1					9	1		13
Hawaiian Islands		i								2			3
Philippine Islands Porto Rico	• • • • •	• • • •	• • • •	<sub>1</sub>	···;	••••	• • • •	••••	••••	4	i	• • • •	4 6
								405				400	
Total	662	318	316	655	150	234	556	167	497	964	255	190	4584

#### (B) FOREIGN COUNTRIES

1908-1909	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Total
Argentine Republic Australia Austria-Hungary Canada Chili China Colombia Cuba Ecuador France Germany Great Britain and Ireland. Greece Holland Honduras India Italy Japan Mexico Nicaragua Panama Persia Peru Poland Russia Spain Sweden Switzerland Syrla Turkey Turkey Turkey in Asia West Indies	1	1 1 1 1 1 1 1 1 1 1 1	1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	11 11 44 11 3 11 2 4 	1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 4 4 2 2 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	11 1 1 1 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1	33	1 3 2 2	2 1 3 31 2 2 3 4 4 8 13 1 1 1 1 2 3 6 6 1 1 2 1 2 2 3 1 2 1 2 1 2 3 1 3 1 3 1 1 2 1 2
Total (3.49 per cent.)	5	12	14	42	5	27	23	8	1	28	12	11	166
Grand total	667	330	330	697	155	261	579	175	498	992	267	201	4750

Two thousand four hundred and twenty-three students in the University claim New York City for their permanent residence, distributed among the faculties as follows: College, 460; Law, 135; Medicine, 171; Mines, Engineering and Chemistry, 417; Fine Arts, 74; Political Science, Philosophy and Pure Science, 477; Teachers College, 209; Barnard College, 337; Pharmacy, 143.

Table XII. shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1896. A summary of percentages for the past seven years follows:

	1901-2	1902-3	1903-4	1904-5	1905-6	1906–7	1907-8	1908-9
North Atlantic Division. South Atlantic Division. South Central Division. North Central Division. Western Division. Insular Territories	3.02 0.03	83.28 2.85 2.13 6.26 3.02 0.13	82.19 2.69 2.29 6.56 3.20 0.24	82.32 2.86 1.77 6.64 3.00 0.14	81.20 2.59 2.01 6.60 3.14 0.17	80.59 2.65 1.84 7.76 2.75 0.14	78.13 2.94 2.64 8.35 2.77 0.10	79.15 3.07 1.94 8.58 2.91 0.09
Foreign Countries	1.56	2.33	2.83	3.27	4.29	4.27	5.07	4.26

A comparison of this summary with that given above for the entire University shows a smaller rate of increase from the North Atlantic division (1.02 per cent. as against 1.75) and a proportionately larger rate in some of the other divisions. The South Atlantic, North Central and Western divisions here show an increased percentage as compared with 1907-8, while in the summary for the University they show a decrease. Of. the 3.104 students in the Corporation, 666 came from elsewhere than the North Atlantic division; in 1907-8 the number was 647; in 1906-7 it was 550. An examination of the registration from various sections of the United States in the several schools of the Corporation, as compared with that of 1907-8, shows that the College has remained nearly stationary save in the Western Division, where it has increased from 4 to 12. In the School of Law the number of students from the North Central division has increased from 28 to 41; from the Western division, from 8 to 15. Medicine shows an increase from 7 to 12 and 13 to 19 from the South Atlantic and South Central divisions, respectively. In the Schools of Mines, Engineering and Chemistry there are 18 students from the South Atlantic division as against 10 the preceding year. Political Science and Philosophy have increased their registration from the North Central division 34 to 45 and 68 to 81, respectively. The latter had 23 students from the South Atlantic division as against 18 in 1907-8. In Pure Science there was a decrease from all divisions except the North Atlantic. In Fine Arts the registration from the several divisions varies little from that of the preceding year.

#### TABLE XII

RESIDENCE OF STUDENTS IN THE CORPORATION 1896-1909 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

## (A) THE UNITED STATES

	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1903	1907	1908	1909
27	-	-	-					ļ						
North Atlantic Div.	1634	1666	1848	1894	2069	2273	2442	2541	2442				2312	2528
Maine New Hampshire	14			9	9	12	11	1 3		13				
Vermont	6			6	10	13	7 10			10	6 13	9 8	11	3
Massachusetts	34	36		37	62	57	52	63		43	52	52	47	55
Rhode Island	10			11	11	18	19			11	8	8	11	9
Connecticut	35			58	70	63	70			48	38	37	46	53
New York New Jersey	1286	1308	1433	1501				2014		1955			1845	
New Jersey Pennsylvania	210			230 38	230 43	256					258	227	256	
South Atlantic Div.	30			45	69	51 66	52 69	63 87	66 80	63 84	61 <b>75</b>	71 75	73 87	69
Delaware				2	2		5	3		5	19	13	91	98 2
Maryland	5	6		5	7	7	7	9		12	14	10	7	13
Dist. of Columbia	3	1		3	5	6	9	10	7	4	6	6	10	8
Virginia West Virginia	5			10	14	9	5	j 15		12	12	9	13	17
North Carolina	1 2	5 9		8	2 15	3	2	4	2	6	7	6	5	5
South Carolina	2	5	2	2	15	12	10 5	16 9	14	11	7	15	19	18
Georgia	10	12		ıĩ	20	22	23	16		9 15	10 13	9 16	13 18	13 19
Florida	2	1	3	2	3	2	3	5	8	10	5	10	2	5
South Central Div.	35	36	48	42	48	75	63	65	68	52	58	52	78	62
Kentucky	10	8	10	11	13	22	16	18	16	14	13	9	13	10
Tennessee	8 6	7	9	6	5	14	10	10	7	2 8	6	10	.14	5
Mississippi		1	10	8	8	13	7	9	10	8	10	10	10	8
Louisiana	1	2	2	1	2	3	2	3	6 3	7	6	6	8	2
Texas	9	5	11	9	14	15	16	14	18	10	3 13	9	5 13	5 20
Arkansas		4	2	5	3	4	4	5	6	7	5	2	6	7
Oklahoma	1	2	2			2	1	2	2		2	2	4	5
North Central Div.	112	114	129	133	159	160	169	191	195	195	191	220	247	274
Ohio Indlana	35 5	37 10	37 11	25	34	41	37	45	52	59	45	58	57	59
Illinois	9	12	19	17 24	24	21 29	22	18 25	22 26	23	25 18	31	29	38
Michigan	3	7	7	10	16	11	16	12	15	18 13	14	20 10	32 10	38 22
Wisconsin	13	8	13	11	9	5	10	13	9	6	12	17	22	14
Minnesota	11	6	7	8	8	8	9	11	16	17	18	16	22	13
Iowa Missouri	8	12	13	11	8	13	18	20	18	16	9	16	15	19
North Dakota	17	9	12	11	14	17	13	17	14	17	24	23	25	27
South Dakota	ी	• • • •	1	2	2	2	3	3	1	2	3	7	8	в
Nebraska	4	6	2	7	12	10	10	5 16	13	10	3	9	9	13
Kansas	4	7	7	6	8	3	3	6	5	10	11	11	14	15
Western Division	27	38	45	55	59	78	86	92	95	88	91	78	82	93
Montana	3	4	4	8	7	8	10	7	12	12	13	14	12	12
Wyoming	1 2	6	12	12	1	.11	1	3	1	· j	2	2	1	1
New Mexico	~	1	12	121	13	21	17	28	24	22	14	17	13	14
Arizona				-1	-1	ıl.	9	4	1 2	3		1	1 3	2
Utah	2	4	5	6	5	9.	8	9	ıî	12	16	9	5	2 3
Nevada				3	3	1	2	1	î	ĩ	3	2	ĭ	ĭ
Idaho	1		[ -				1	1	2	2.		1.		ī
Washington Oregon	4	4	4	1	2	4	9	8	7	5	?	8	12	18
Oregon California	13	5	3 15	3	3 24	23	7 26	23	6	7	7	3	6	13
Insular and Non-con-	10	1.1	13	10	24	20	20	20	28	24	25	20	28	26
tiguous Territories	2	3	3	4	3	4	-1	4	7	4	E	4	3	3
Alaska	1.			1.		].		i	2 .		].		1.	
Hawalian Islands	1	3	3	3	3	2.			1	2	٤.	3	î.	i
Philippine Islands Porto Rico .									1.				.	
2 01 00 1010 111	• • • •	• • • •			• • •	2	1	3	3	2	2	1	1	5
Total1	840 1	898 2	120 2	173 2	107 2	654 2	830 2	980	887 2	830 3	760 2	712 2	000	050
						JJ7;21	30012	500 2	00112	003/2	102 2	11312	00913	039

#### (B) FOREIGN COUNTRIES

			_											
	1000	7 000	1898	1000	1000	1007	1000	1000	1004	7005	1000	1007	7000	1000
	1090	1991	1999	1999	1900	1901	1902	เยบอ	1904	1900	1900	1907	1909	1909
••												_		
North America	21	14				20	21	34	35	37	35	33	50	48
Canada	12		11	10	9	6	10	16	21	20	21	21	33	24
Central America	4		· · · <u>·</u>			1		2	3	3	7	4	2	2
Cuba	4			4		7	8	9	5	7	7	7	11	12
Mexico				1	4	6	3	6	5	6	5	1	4	5
West Indies	ļ,	1						1	1	1	1			3
South America	i				1	2	2	3	5	4	6	9	10	11
Argentine Republic								• • • •		• • • •	2		1	2
Brazil									2	1	1	1	4	
Chile													• • • •	3
Colombia	1								1		1	2	1	3
Ecuador										••••			• • • •	3
Peru				• • • • •		••••		2		1	2	2	1	1
Unclassified	1	· · · · <u>·</u>		· · · · <u>·</u>	1 1	2	2	1	2	2		4	3	
Europe	2	5	13	7	7	8	7	20		22	41	35		42
Austria-Hungary			3		• • • •	• • • •		2		1	2	1	2	3
Belgium							• • • •		1	• • • •	1	1	1	
Bulgaria					• • • •		• • • •			• • • •		1		
Denmark									1	• • • •			2	
France	1				1		• • • •	4	2	1	8	4		4
Germany	[ • • • •		• • • •		1		1	3	1	3	10	6	4	5
Great Britain and			١ ۾		_		_			_			_	
Ireland		1			3	_	5	5	9	7	10		7	11
Greece					• • • •			···· <u>·</u>	:	••••		2		····
Holland		j				••••	• • • •	j <u>1</u>	1	1	1	1	1	1
Italy	1				1			1		3	2	3		1
Norway							• • • •	• • • •	• • • •	• • • •		1	1	:
Poland		• • • •	• • • •					• • • •		• • • •		• • • •	1	1
Roumania									···:		١٠٠٠;	:	1 1	۰۰۰٪
Russia		1 1	5	1		• • • •	т	2	3	3 2	3	1 1	12	8 2 1
Spain Sweden				1 1		:		1	1		2	1	$\frac{1}{2}$	2
~			;		• • • •	1	• • • •	••••		1	1	1	1 1	1
Switzerland	• • • •		1			;		1	1		1 1		1	1
Asia		• • • ;	5	10	16	8	***	11	19	26	37	41	49	38
China	'	3	9	10	10	6	12	3		20   5	31		8	11
							3	_	2					3
India	1			9	1	6	3	ا… 8						
Japan Persia	1		3					8	, ~~	19		20		19
Svria		3	1 1	1		1				• • • •	1	1	3	1
					:									1
Turkey			1	3	1	1	••••			4		1		1
South Africa		1	1	3		2 2	]	2 2	3		3		1	
Australia	• • • • •	1	1	3	1	1	1 2	1 1	1	4 3	2	1 2	1	
Austrana	• • • • •				'	'	2	1	1	3	2	2	'	
Total	31	23	37	35	45	41	45	71	84	96	124	121	150	138
Total	31		31	- 35	43	41	43		04	20	124	141	100	100
Grand total*	1871	1921	2157	2208	2452	2695	2875	3051	2971	2935	2893	2834	2950	3194
Grand total	1011	1021	2101	2200	12702	2000	2010	10001	2011	2000	1-000	2004	1-003	3.04

<sup>\*</sup>Auditors are included only in the 1905 figures.

Fifty and seven-tenths per cent. of our students in the various faculties of the Corporation are graduates of higher institutions of learning, as against 49.4 per cent. in 1907-8, 50.6 per cent. in 1906-7 and 39.4 per cent. in 1902-3. Of the 3,194 students enrolled in the Corporation, 1,619 are graduates of 242 institutions of collegiate rank in the United States, and of 71 similar institutions in foreign countries. The figures giving detailed information on this point may be found in Table XIII.

## TABLE XIII

#### PARENTAGE OF DEGREES HELD BY STUDENTS

# (A) HIGHER INSTITUTIONS IN THE UNITED STATES

1908-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Adelphi College					1	6	2			9
Alabama Polytechnic Institute				1						1
Albany Law School				• • • • •		1	• • • • •	• • • •	• • • •	1
Albany Normal College						i			!	i
Albion College					1	1				2
Albama Polytechnic Institute.  Albart Lea College.  Albany Law School  Albany Normal College.  Albion College.  Alfred University  Allegheny College  Alma College  Amberst College				• • • • •	1	1		• • • •	• • • • •	1 2 2 1 2
Alma College					2 7					2
The contest contest and the contest of the contest		0	10		7	6	4			32
Antloch College Atlanta University Augustana College Austin College Baker University Bates College Baylor University Beloit College Bennett Medical College Bethany College Boston University			• • • •	• • • •	····i	1	• • • •	• • • •	• • • •	1
Augustana College						1				1
Austin College		[	1				••••			1 3 2 1 3 1 1 3
Bates College		2	• • • • •	• • • • •			1	• • • •	• • • •	3
Baylor University		1								ĩ
Beloit College		• • • •		• • • •	2		1	• • • •		3
Bethany College	• • • •		• • • • •		1	• • • •	• • • • •	• • • •	• • • • •	1
Boston University						3				3
Bowdoln College		1			1	2	2			в
Boston University Bowdoln College Brown University Bryn Mawr College	• • • •	2	2	• • • •	1 2	2 4 11	1	••••	• • • •	11 14
Bryn Mawr College Buchtel College Carleton College Carsoll College Case School of Applied Science. Catholic University Cedarville College Centre College Charleston College Chicago Theological Seminary Clark College Colby College		i								
Bucknell University		1		• • • •						1 1 2
Carroll College	• • • •	••••	• • • •	• • • • •	1 1		• • • • •	• • • •	• • • • •	1
Case School of Applied Science					<u>1</u>		1			î
Catholic University	• • • •	;			1	• • • • •	• • • •			1
Centre College	• • • •	1		• • • • •	••••				• • • • •	1 1 1 3
Charleston College								i		1
Chicago Theological Seminary	• • • •				1					1
Colby College		1	••••	••••	• • • •	- 1	• • • • •	••••	•••••	2
Colgate University College of the City of New York. College of Pharmacy (New York City) Colorado School of Mines.			3		1	5	1			10
College of the City of New York		10	17	18	10	53	19	1	1	129
Colorado School of Mines			6	1			···i			7
Columbia University Cooper Institute Cornell University Creighton Medical School (Nebraska). Dartmouth College		66	45	23	61	172	55	2	1	425
Cooper Institute	• • • •		···i	1	;	19		• • • •	• • • •	1 36
Creighton Medical School (Nebraska).			i	4	4	19				1
Dartmouth College					2	2	1		1	6
		• • • •	• • • •	• • • •	• • • •	;		1	• • • •	1
Denison University DePauw University Detroit College					2	2	1	;		5
Detroit College			]	1	]			]		ĭ
Dickinson College	• • • •	• • • •	• • • • •	• • • • •	4 3	2		• • • • •		1 2 5 1 6 5
Drury College					1	ı i				2
Earlham College							1			ĩ
Enon College	• • • • •	• • • •		• • • •	• • • •		1			1
Emory and Henry College		3	1			1				3
Detroit College Dickinson College Drew Theological Seminary. Drury College Eartham College Elon College Emory College (Ga.). Emory and Henry College. Emporla College					1	1				2 1 1 4 3 2
Eureka College	• • • •		• • • • •	• • • • •	1	• • • • •			• • • •	1

Fisk University Fordham University Franklin and Marshall College Georgetown University George Washington University George Washington University George Washington University German Wallace College. Gettysburg College Granville College Granville College Haber Granville College Hamilino College Hamilino College Hamilino College Harold College Harold College Hartford Theological Seminary Harvard University Haverford College Hillsdale College Hillsdale College Hobart College Hobart College Hoby Cross College Hoby Cross College Howard College Howard College Howard College Howard College Johns Hopkins University Indiana University Indiana University Kansas Agricultural College. Kentucky University Kenyon College Kingfisher College Kingfisher College Lafayette College Mary Nash College Milliken University Montana Agricultural College. Mount Holyoke College. Mount Holyoke College Mount Holyoke	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Fisk University					1					1
Franklin and Marshell College	• • • •	7	2		• • • •		• • • •	• • • • •	• • • •	9 33 11 12 11 11 75 33 66 11 75 22 17 33 31 11 11 11 11 12 23 31 11 11 11 11 11 11 11 11 11 11 11 11
Georgetown University		···i								1
George Washington University					1					1
Gettyshurg College	• • • •	••••	• • • •		····;	1	1	• • • •	• • • •	1
Granville College				i						ĩ
Grove City College	• • • •	• • • • •				••••	1	• • • •	• • • •	1
Hamilton College			4		i	1	i			7
Hamline College			í			1	ī			3
Harold College	• • • •	••••	• • • •		••••;	• • • •	6	• • • •		6
Harvard University		17	16	5	12	22		3		75
Haverford College						1	1	'		2
Highland College	1	• • • •	• • • •		• • • •		• • • •	• • • •	• • • • •	1 2
Hobart College						3				~ ~ 3
Holy Cross College		3		1		2				6
Howard College	• • • •					3	····i	••••		1 1
Illinois Wesleyan University					1	i				2
Indiana University	• • • •	• • • •			2	11	4 1	••••		17
Johns Honkins University	• • • •	····i	1			····i				3
Kansas Agricultural College						î				Ĭ
Kentucky University	• • • •	2		¦	···;	1	• • • •	• • • • •	• • • •	3
Keuka College					1					ĩ
Kingfisher College		1								1
Lafavette College	••••	3		• • • •			5	····i	• • • •	10
Lake Forest University		i				<u>~</u>				ĭ
Laval University		•••;		1						1
Lebanon Valley College	••••	1			: <b>: :</b> :	····i				1
Lehigh University						ī				î
Leland Stanford University	• • • •		5		4	1		• • • • •	••••	10
Lombard College		1			i i					ĺ ĩ
Long Island College Hospital						2	1			3
Louisiana State University	• • • •	2	• • • •				• • • • •		• • • •	2
Maryland College		i								ì
Mary Nash College			;	ي		. 1				1
Massachusetts Institute of Technology	• • • •	• • • •	1	2	5		1		• • • •	4 3
Michigan Agricultural College						î				1
Middlebury College							1			1
Milliken University		i			1					1
Montana Agricultural College							i			11 11 11 11 11 11 11 11 11 11 11 11 11
Mount Holyoke College	• • • • •		• • • •		1	5	1	• • • •	• • • •	7
Muskingum College					1					1
Muskingum College Nebraska Wesleyan University							1	• • • •		1
New York College of Dentistry	1	••••	····;			• • • • •	• • • •		• • • • •	1
New Mexico Agric, and Mech. College. New York College of Dentistry. New York Law School New York State Normal College	'n	1	i		5			i		9
New York State Normal College New York University			<sub>5</sub>				7 2			7

				= =						
Normal College (New York City) Normal University North Carolina Coll. of A. and the M. A. Northwestern University Oberlin College Occidental College Occidental College Ohio Northern University Ohio University Ohio University Ohio Wesleyan University Olivet College Park College Park College Penn College Pennsylvania State College Pennsylvania State College Polytechnic Institute (Brooklyn). Pomona College Princeton University Purdue University Radcliffe College Rannolph-Macon College Rensselaer Polytechnic Institute. Richmond College Roberts College St. Francis Variar College	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Normal College (New York City)	1	1			1	12				13
Normal University						1				1
North Carolina Coll. of A. and the M. A.	1		1	;	••••		• • • •			2 4
Oberlin College		4	2	1 1	4	2	1			14
Occidental College			1							1
Ohio Northern University					1 6	1				2 12
Ohio University							····i			1 9
Ohio Wesleyan University		3			1	4	1			9
Olivet College						1				1
Peabody College						i	1			4 1 1 1 6 2 6 5 2 1 2 1 1 7 3 1 9 4
Penn College					1					1
Pennsylvania State College					• • • •	1				8
Pomona College					1 5	i				2
Princeton University		15	22	13	5	8	1 1 1	1		65
Purdue University		• • • •			• • • •	1	1			5
Randolph-Macon College						2				2
Rensselaer Polytechnic Institute		1								1
Richmond College		••••			1				1	1
Rollins College		1								î
Rose Polytechnic Institute				1			1			1
Rutgers College			3	1	• • • • •	2	1.	• • • • •	• • • •	3
St. Francis College (Brooklyn)			···i							ĭ
St. Francis Xavier College		3	2	2		1				9
St. John's College (Brooklyn)		3	1		• • • •		• • • •		• • • • •	1
St. Lawrence University			2		1 1	4	1			8
St. Olaf College					1					1 8 1 1 1 2 2 2 2 22
St. Peter's College	• • • • •	• • • • •	1			····i				1
St. Stephen's College						î				1
St. Vincent's College		1					1		• • • •	2
Scio College	• • • • •	• • • • •	• • • •		<sub>3</sub>	2	1			2
Smith College					3	17	2			22
South Carolina College			1		• • • •	• • • •	• • • • •	• • • •	• • • •	1
South Carolina Military Academy							1			1
State College of Washington					1					1
Stevens Institute of Technology				1	• • • •	3	2		• • • •	3
Swarthmore College	• • • •	1			5	13	3			22
Tarklo College (Missouri)			1				3			1
Taylor University			• • • •		••••	1	• • • • •	• • • • •		1
Transylvania University		2			2	2	3			9
Trinity College (North Carolina)			1							1
Trl-State College		• • • •	• • • •		2 1 1 1	• • • • •		• • • • •	• • • • •	1 1 1 3 5 22 1 1 9 1 2 2 4
Turts College		i			1					2
Union College		1			1					2
Union Theological Seminary	• • • •				2	2 2	••••	• • • • •	• • • • •	4 6
University of California					2	4				6
University of Chicago		2			5	10				17 3
Rose Polytechnic Institute Rutgers College St. Angela's College St. Francis College (Brooklyn) St. Francis Xavier College. St. Joseph's College (Brooklyn) St. Joseph's College St. Lawrence University St. Olaf College St. Peter's College St. Paul's College St. Peter's College St. Stephen's College St. Stephen's College St. Olaf College St. Olaf College St. Olaf College St. Stephen's College St. Vincent's College St. Vincent's College South Carolina College South Carolina Military Academy Southwestern University State College of Washington Stevens Institute of Technology Swarthmore College Syracuse University Tarklo College (Missouri) Taylor University Transylvania University Trinity College (Connecticut) Trinity College (North Carolina) Tri-State College Tulane University Union College Union Theological Seminary University of Arkansas University of Chicago University of Chicago University of Chicago	• • • •	• • • • •	• • • •	• • • •	••••	3	• • • •	••••	••••	3

1908-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
77 1 11 1 1 2 2										
University of Colorado	• • • •	1 2	• • • •	• • • • •	1 1	2	• • • •	••••	••••	4
University of Denver University of Florida	••••	1	• • • •	• • • •	1	1	• • • •	••••	••••	1
University of Georgia		4	····i							5
University of Idaho					1					4 1 5 1 9
University of Denver University of Denver University of Florida University of Idaho University of Idaho University of Illinois University of Iowa	• • • •	• • • •			3	4	2		• • • •	9
University of Iowa University of Kansas	• • • • •	••••	••••	• • • •	$\frac{\cdots}{2}$	1	•••••	• • • • •	••••	7
University of Kansas University of Louisville University of Maine					~	1				1 8 1 2 22 7 10 2 2 11
University of Maine							2			2
University of Michigan	• • • •	1	1	• • • •	5	11	3	••••	1	22
		1	•••••	• • • •	····i	4 5	3	••••		10
University of Montana				1	ī					2
University of Nashville						1	,	1		2
University of Nebraska		5 1		1	1	2	2	• • • • •	• • • •	11
University of North Carolina	• • • • •	2	• • • •		• • • •	• • • •	••••	• • • •	••••	3
University of North Dakota	i									ĭ
University of Notre Dame		2								2
University of Missouri University of Nontana University of Nashville University of Nebraska University of North Carolina University of North Dakota University of North Dakota University of Nothe Dame University of Oklahoma University of Oklahoma	• • • •	····i	1			• • • • •	••••	••••	• • • • •	1 3 1 2 1 3 13
University of Pennsylvania	• • • • •	3	ĭ		4	4	1		• • • • •	13
University of Rochester		2	2	2	î	4				11
University of Oklahoma University of Oregon University of Pennsylvania University of Rochester University of the South University of South Carolina University of Tennessee University of Texas		1	• • • •	'			• • • • •	• • • •	• • • •	1 2 1 3 1 1 1 5 6 1 1 3 21 3 12
University of Connected	• • • • •	• • • • •	1	• • • •		1	• • • • •	• • • •	• • • • •	1
University of Texas		i	1				····i			3
University of Utah							1			1
University of Virginia	• • • •	1			• • • •	••••	• • • •	• • • •	• • • •	1
University of Washington					3	1		····i		5
University of Virginia University of Washington University of Wisconsin University of Wooster		2			1	2	1			6
Utah Agricultural College		1		• • • •		• • • •	;	• • • •	• • • •	1
Valparaiso University	• • • •					····;	1		••••	3
Vassar College				l	7	12	2			21
Virginia Military Institute		ايي		1	2	<sub>5</sub>				3
Wabash College		5			2	2		• • • •	• • • • •	12
Warthurg College		1	l		i	2			••••	1
Washburn College					1	2				3
Washington and Lee University		1	1	····					• • • •	2
Washington State College	• • • •	2		1		10		• • • •	• • • •	13
Weslevan University		3	14		Ĩ	7	3			28
Western College		1								1
Western Maryland College	• • • •		• • • •	• • • •	;	$\frac{2}{3}$	• • • •	;	• • • •	2
Western University of Pennsylvania.			ı i		1					1
Westminster College					1					1
West Virginia University		:			···:	3	• • • •	• • • •	• • • •	3
University of Wisconsin University of Wooster Utah Agricultural College Valparaiso University Vanderbilt University Vassar College Virginia Military Institute. Wabash College Wake Forest College. Wartburg College Washburn College Washburn College Washington and Lee University Washington State College. Wellesley College Wesleyan University Western College Western Maryland College Western Reserve University Western University of Pennsylvania. West Virginia University Whitman College Whitworth College Whitworth College		1			1	1	• • • •	••••	• • • • •	1
Williams College		8	3	2	2	5	2			22
Whitman College Whitworth College Williams College Winthrop Normal and Ind. College. Wofford College Woman's College (Baltimore). Woman's College (Mantimore).						1		• • • •		1
Wofford College		4	• • • •		• • • • •	1	• • • • •	• • • •	• • • •	5
Woman's State College (Mississippi)					1	1				1
Woman's State College (Mississippi) Worcester Polytechnic Institute						î	i			4 13 23 13 28 12 5 1 13 3 1 22 1 5 8 1 2 8 1 2 8 1 2 8 1 9 8 1 9 8 1 9 8 1 9 8 1 8 1 9 8 1 9 8 1 8 1
Yale University	1	33	23	12	12	8	2	6	1	98
Total	7	294	223	100	273	634	193	24	7	1755

#### (B) HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

	_									
1903-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Musie	Total
Acadia University, Nova Scotia.  Barode College Capuchin Seminary, Rome. Chin Shih College, China. Collegis de Belen, Havana, Cuba. College for Girls, France. College of Zaychar. Dalhousic College, Nova Scotia. Doninshia Gakko, Japan. Ecole Normale, Paris. El Porvenir College Gouverneur College, India. Gymnasium, Beregszasz, Hungary Gymnasium, Gernowitz, Austria Gymnasium, Hanover, Germany Gymnasium, Hanover, Germany Gymnasium, Merseburg	• • • • •	• • • •	1	• • • • •	• • • •	1	1	• • • •	• • • •	3
Capuchin Seminary, Rome						Ī			• • • •	1
Chin Shih College, China					1					1
Colegis de Belen, Havana, Cuba		'		1		••••				1 1
College of Zavchar				• • • •	••••	T	• • • • •	• • • • •	• • • •	1
Dalhousie College, Nova Scotia				1						1
Doninshia Gakko, Japan					1					1
Ecole Normale, Paris		;		• • • •	• • • •	2	• • • •	• • • •	• • • •	2
Gouverneur College, India						1				1
Gymnasium, Beregszasz, Hungary				1						1
Gymnasium, Czernowitz, Austria						1				1
Gymnasium, Hanover, Germany	••••	1			1	···i	• • • • •	••••	• • • •	2 2 1
Gymnasium, Libau, Russia Gymnasium, Merseburg Gymnasium, Rheine, Germany Gymnasium of Vittorio Emanuelo,					î					ĩ
Gymnasium, Kneine, Germany						1				1
Gymnasium of Vittorio Emanuelo,						1				1
Gymnasium Remagen, Germany									i	î
Havana Institute					1					1
Higher Commercial School, Kobe,					1					1
Kings College, Canada					1	2				2
Kings College, England						1				1
Italy Gymnasium Remagen, Germany. Havana Institute Higher Commercial School, Kobe, Japan Kings College, Canada. Kings College, England Lehrer Seminar, Osterode, Germany. Ludwig-Georgs Gymnasium, Darm- stadt Lyceo, Milan McGili University Madrid-Corunna, Santiago, Spain. Medleo and Chirurgical Institute, Sweden Meiji Gakkwin, Japan.	• • • •	• • • •		• • • •	• • • •	1	• • • •			1
stadt		1								1
Lyceo, Milan					1 1					1
McGili University		1			1	1				3
Medico and Chirurgical Institute	• • • •	1		• • • •	• • • •			••••	• • • •	1
Sweden			1							1
Meiji Gakkwin, Japan		••••	• • • •		1				:	1
National Institute of Chile	• • • •	1	• • • •		• • • •	••••	• • • •	• • • • •	••••	1
Nippon University, Japan					i					ĩ
Peking University							2			2 1 2 1
Queen's University	• • • •	• • • •		• • • •	• • • •	1		••••	• • • •	1
St. John's University, China					1					1
Salamanca University, Spain			1							1 2 1 1
Syria Protestant College, Beirut	• • • •	1	]	• • • •	• • • •	• • • •	••••	• • • •	• • • • •	2
Trinity Divinity School					····i					1
Trinity Hall, Cambridge, England		1								1
University of Belgrade				• • • •	1				• • • • •	1
University of Bucharest					• • • •	1	• • • •	• • • • •	••••	2
University of Cambridge						1	i			
University of Copenhagen				1	• • • •					2
University of Freiderg	• • • • •			• • • •	• • • •	1		• • • •	• • • •	1
University of Grelfswald, Germany			1							1
Medico and Chirurgical Institute, Sweden Meiji Gakkwin, Japan. Mt. Allison University, Newfoundland National Institute of Chile. Nippon University, Japan. Peking University Queen's University St. Andrew's University, Scotland. St. John's University, China. Salamanca University, Spain. Syria Protestant College, Beirut. Trinity College, Canada Trinity Olege, Canada Trinity Hall. Cambridge, England. University of Belgrade University of Bucharest University of Bucharest University of Copenhagen University of Freiberg University of Glasgow University of Grelfswald, Germany University of Halie University of Halie University of Havana		1								1
University of Havana				2	• • • •	• • • •	• • • •	• • • •	• • • •	2

1903-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
University of Leipzig University of Manchester University of Munich University of Nancy, France University of New Brunswick University of Oxford University of Paris University of Paris University of Rome University of Toronto University of Valladolid, Spain Urmiah College, Persia Victoria University, England Warsaw College, Russia. Waseda University Woman's College, Japan			1	i	6 	1 1 1 3 1  4	1 2			1 1 1 1 1 2 2 3 1 1 7 7 1 1 1 1 7 7 1
Total graduates of foreign institutions	••••	10	7	10	24	40	8	••••	1	101

# TABLE XIII—Continued (c) SUMMARY

1908-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Total graduates of domestic institutions	7	294	223	100	273	634	193	24	7	1755
Total graduates of foreign institutions		10	7	10	24	40	9		1	101
Grand total graduates of higher Institutions	7	304	230	110	297	674	202	24	8	1856
Deduct for graduates of more than one institution		8	23		61	113	30	1	1	237
Total students holding degrees Total students enrolled Percentage holding degrees, 1909 Percentage holding degrees, 1908	7 667 1.0 1.2	296 330 89.4 84.3	330 62.8	697 15.6	261 90.4		98.3	17.7	28 25.0	1619 3194* 50.7 49.4

<sup>\*</sup>Deducting three duplicates.

TABLE XIV

Degrees 1908-9	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Electrical Engineer Mechanical Engineer	11 11 11 11 11 11 11 11 11 11 11 11 11	17 16 2  3  7  2	1288 333 122 2 2 2 3 3 1 10 1 1 1 3 1 1	34 6		418 1000 277 99 22	84 700 100 2 2 2 6 1 7 43 6 6 2 2		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1124 293 95 18 2 3 14 1 1 1 1 2 2 2 1 30 1 1 39 1 1 1 39 1 1 1 1 2 2 2 2 1 3 3 1 4 4 1 1 1 1 2 2 1 1 3 1 3 1 3 1 3 1 1 3 1 3
Total degrees held	7	306 10	224	115 5	346 110	766 205	235 63	24 1	8	2031 412
Students holding degrees, 1909 Students holding degrees, 1908	7 8	296 210	207 196	110 81	236 225	561 548	172 158	23 23		1619 1464

TABLE XV DEGREES AND DIPLOMAS GRANTED, 1908-09

	Men	Women	Total
A. Degrees conferred in course Bachelor of Arts.  " (College and Medicine).  " Laws  " Science (Columbia College).  " (College and Medicine).  " (Chemical Engineer.  Chemical Engineer. Electrical Engineer. Electrical Engineer. Engineer of Mines. Mechanical Engineer Metallurgical Engineer Doctor of Medicine. Pharmaceutical Chemist Doctor of Pharmacy. Master of Arts Doctor of Philosophy.	87 4 69 24 1 6 6 32 2 2 2 5 20 29 22 4 82 6 6 25 20 29 22 4 4 5 6 6 25 25 20 20 20 20 20 20 20 20 20 20 20 20 20	107 107 1 1 1 79 8	185 4 69 24 139 2 6 5 25 20 20 29 22 4 82 7 5
Total Deduct duplicates*	632	294	928
Total individuals receiving degrees in course	625	294	919
B. Honorary degrees Master of Arts.  "Sclence Doctor of Laws.  "Letters  "Sacred Theology "Science	1 1 7 1 1	1	1 1 7 2 1 1
Total	12	1	13
C. Certificates and Teachers College diplomas granted Bachelor's diploma in Education	32 7 38 4	102 102 18	134 109 56 4
Total Total degrees and diplomas granted. Deduct duplicates†	81 725 81	222 517 120	303 1242 201
Total Individuals receiving degrees and diplomas	644	397	1041

<sup>\*</sup>Distributed as follows: A.B. and A.M., 1 man; C.E. and A.M., 1; E.M. and A.M., 1; LL.B. and A.M., 4.
†In addition to those noted under \*, the following duplications occur: A.B. and Bachelor's Diploma, 2 men, 2 women; B.S. Education and Bachelor's Diploma, 30 men, 100 women; A.M. and Master's Diploma, 38 men, 18 women; Ph.D. and Doctor's Diploma, 4 men.

 ${\bf TABLE~XVI}$  Number of degrees and diplomas granted, 1902-09

	1901- 1902	1902- 1903	1903- 1904	1904- 1905	1905- 1906	1906- 1907	1907- 1908	1908- 1909
A. Degrees conferred in course Bachelor of Arts (men) " (women) " Laws " Science (Columbia	109 50 110	101 47 115	102 80 110	106 83 119	104 75 80	113 76 75	94 97 55	91* 98 69
College)  " (Education)  " (Architecture)  " (Chemistry)  " Architecture	17 15 6	27 7 10	39 10 4	79 5 3	5 118 5 4	103 7 6	15 120 6 9	25† 139 6 6 2
Engineer of Mines	17	19	38	47	45	31	30	29 6
Civil Engineer Electrical Engineer Mechanical Engineer Metallurgical Engineer	23 21 1	13 17 19 2	22 23 21 1	17 19 11 1	24 24 15 2	20 16 14	20 21 12 3	25 20 22 4
Doctor of Medicine	145	168	178	185	152 10	93	81 21	82 7
Master of Arts	155	147	160	197	178	193	219 2	5 231
Doctor of Philosophy	33	39	28	38	42	42	55	59
Total  Deduct duplicates  Total individuals receiving de-		732 15	816 16	914 22	886 19	809 5	863 7	928 7
grees	703	717	800	892	867	804	858	919
B. Honorary degrees Master of Arts Science		1	1	2	1	3 1	1	1 1
Doctor of Laws	1	1 1 2	2 1 1 1	28 1 1 14	62	3 1	5 2 1 1	7 2 1 1
Total	5	8	8	46	9	8	10	13
C. Certificates and Teachers College diplomas granted Certificate in architecture Consular certificate							1 1	
Higher diploma in education Bachelor's diploma in education Special ""	104	105	140	197	197 22	104 59	133	134 109
Master's " " Doctor's " "	28	19 3	23 <b>1</b>	17 7	36 3	51 5	51 5	56
Total	139	127	165	221	258	219	280	303
Total degrees and diplomas granted		868 73	987 112	1181 138	1153 214	1036 152	1153 187	1242 201
Total Individuals receiving de grees and diplomas		795	875	100	839	100	1	1041

Table XVII shows the chief specialties (major subjects) of the recipients of higher degrees (A.M. and Ph.D.) at Commencement, and the number of such degrees granted under each faculty.

<sup>\*</sup>Including 4 A.B., College and Medicine, †Including 1 B.S., College and Medicine.

## TABLE XVII

# (A) SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1908-09

	Α.	м.	Ph		
Major Subjects	Men	Women	Men	Women	Total
Administrative Law		2	1		5 9
Astronomy			1 2 1		1 2 2
Botany Chemistry Civil Engineering	9	4	6		19
Comparative Literature Constitutional Law		1	1 5		1 6 61
Education Electrical Engineering English	1	18 22	3	2	1 48
Geology Germanic Languages	5 2 1	5 1	1 2 2		6 9 5
Greek Indo-franian Languages International Law	1		1 1	1	1 2
Latln	3 1	7		2	12 1
Linguistics		2	2		1 8
Mechanical Engineering Medieval History		2	2		1 4 2
Metallurgy Mining Modern European History	$\begin{bmatrix} & & 2 \\ & & 1 \end{bmatrix}$	2	1 1		1 4 8
Philosophy	4 4 11	2	2 1 1		8 5 13
Political Economy Political Philosophy Psychology			2		2 3
Roman Law and Comparative Jurisprudence	4 3			1	4 6
Romance Languages Semitic Languages Social Economy	1 2	6	2 1		8 9
Sociology and StatisticsZoology	13	1	3 3	1	18
Total	152	79	51	8	290

## (B) HIGHER DEGREES GRANTED UNDER EACH FACULTY

	A.	м.	Ph			
Faculties	Men	Women	Men	Women	Total	
Political Science		14 58 7	12 20 19	1 6 1	77 158 55	
Total, 1909	152 117 118	79 102 75	51 45 37	8 10 5	290 274 235	

TABLE XVIII

AGE OF COLLEGE AND APPLIED SCIENCE STUDENTS AT THE BEGINNING OF THE ACADEMIC YEAR, 1908-09

ssel	Number in Class		137	150	124	233	246	138	85
ian	Months	5	က	:	:	မ	11	11	:
Median	Years	18	19	20	21	19	21	21	39
age	Months	000	4	က	<u> </u>	10	Ç.S	9	က
Average	Years	18	19	20	21	33	25	33	27
	I‡-0‡		:	:	Н	:	:	:	:
	86-78		:	:	-	:	:	:	:
	\$8-84		:	:	:	:	:	:	-
	26-18		:	:	:	:		:	:
	18-08		:	:	:	:	:	-	:
	08-62	:	:	:	:	:	-	:	က
	68-88		:	_	-	:	<b>c</b> 3	:	CS.
	82-72		:	-	:	-	-	:	-
	72-92		:	-	က	-	9	4	က
	25-26	:	_	-	:	10	6	4	-
	54-52		-	П	က	4	10	11	C5
	₹8-88 88-88		-	4	11	6	16	13	14
			4	13	16	17	45	31	19
	22-12		9	15	53	21	33	98	25
	12-02		85	41	35	32	57	68	10
	19-20		43	51	33	63	47	<u>t-</u>	-
	61-81		30	21	CS.	09	17	C.S	:
	81-71		30	:	:	30	-	:	:
	21-91		က	:	:	:	П	:	:
	12-16			:	:	:	:	:	:
	1907-08		Second Year	Third Year	Fourth Year	Applied Science:* First Year	Second Year	Third Year	Fourth Year

\*Includes 21 College students.

Table XVIII shows the number of students of various ages registered in the College and in the Schools of Mines, Engineering and Chemistry, with the average and the median age in each class. The figures are given for the opening of the academic year.

The median age of the College freshmen is 18 years 5 months, as compared with 18 years 3 months in 1907-8 and 17 years 11 months in 1905-6. This increase is not as significant as might seem, since the class contained an unusually large number of men (21) more than twenty-one years of age. In many instances the delay of their entrance was due to interruption of preparation, owing to financial or other reasons not related to the ordinary circumstances of admission. median age of first-year students in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science) has likewise increased, from 19 years 4 months in 1907-8 to 19 years 6 months, while in 1905-6 it was only 19 years I month. While the increased age is attributable in some measure to the growing tendency to obtain additional preparation for the professional course, it is true that the number of men entering beyond the age of twenty-one is, in this case too, larger than usual, there being 58 such students as compared with 26 in 1905-6. It is to be noted, moreover, that this year's figures are according to technical classification, deficient students in some cases being required to register with a class lower than that to which they would normally belong. Non-matriculated students are not included either in the Schools of Mines, Engineering and Chemistry or in the College.

Table XIX classifies students attending one or more courses of instruction in the several departments. In the detailed statistics filed in this office the enrolment by individual courses is given, the count being by units of instruction instead of by students. In the table here published the repetitions caused by students' pursuing more than one course in one department are removed. Only students primarily registered in the Corporation are included in this table, no account being taken of courses given at Barnard College, Teachers College and the College of Pharmacy except those attended by students in the

schools of the Corporation (e.g., courses in education and manual training at Teachers College), and only as to such students. The Department of Chemistry gives instruction to the largest number of students (821), followed by mathematics, physical education and English, each of which instructs more than 600 students. The departments of civil engineering, physics, engineering drafting, electrical engineering, history and mathematical physics instruct more than 400 students each. In the College the Department of English instructs the largest number of students (521), followed, in the order named, by the departments of physical education (437), history (323), Romance languages, mathematics, chemistry, Germanic languages and philosophy, each of the last five instructing more than 200 College students.

# TABLE XIX CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE

		CO	LLE	E			LA	w	
1908-9	Freshman	Sophomore	Junior	Senior	Non-Candidates	1st Class	2d Class	3d Class	Non-Candidates
Anatomy Anthropology Architecture Astronomy Bacteriology and Hygiene Blological Chemistry Botany Chinese Civil Engineering Clinical Pathology Comparative Literature Dermatology Diseases of Children Domestic Science Economics and Social Science Education Electrical Engineering Engilsh Fine Arts Genlto-Urlnary and Venereal Diseases. Geology Germanic Languages and Literatures. Greek Gynecology History and Political Philosophy Indo-Iranian Languages Laryngology Latin Materia Medica and Therapeutics. Mathematical Mechanical Engineering Metallurgy Mineralogy Mineralogy Mining Munleipal and Private Law Music Neurology Mission Munleipal and Private Law Music Neurology Mineralogy Mineralogy Mineralogy Mineralogy Mineralogy Mineralogy Mineralogy Mineralogy Mineralogy Munleipal and Private Law Music	3 95 3 95 3 107 173 107 111	33 34 447 11  135 50 14  98  37  24 45	8 122 118 11 12 12 12 12 12 12 12 12 12 12 12 12	814465533388311994049211499	33 31 11 22 33 566 22 33 35 39	22	22	2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1
Neurology Obstetrics Opthalmology Orthopedic Surgery Otology Pathology Pharmacy Philosophy Physics Physical Education Physics Physiology Politics and Government Practice of Medicine Psychology Public Law and Jurisprudence. Romance Languages and Literatures: Celtic French Italian Spanish Semitic Languages Social Economy Surgery Zoology		90 137 37 4 39 38 	6 89 73 31 10 48	4	16 39 25 1 9 9 15 1 1 39	iii	48	68	26

TABLE XIX
COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

	ME	DICI	NE		A	PPLI	ED 8	CIEN	CE		oL.		LOS-		RE NCE		
1st Class	2d Class	3d Class	4th Class	Non-Candidates	1st Class	2d Class	3d Class	4th Class	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates	Fine Arts	Total Number of Students
84	59			11						4		6		3			173 45 139 66 66 66 66 117 96 821 153 78 84 156 122 464 475 669 29 295 322 68 71 71 71 71 71 71 71 71 71 71 71 71 71
		• • • •					26							7	i	132 1	139 55
83	59			15		• • • •					• • • •			7 3 11			66 117
	• • • •	• • • •		••••	222	238	54 12	28	9	• • • •			••••	11 18 40			96 821
					222	150	124	59	9	1		3					5
		71	82									53		2			153
			82 82	2 3	• • • •	• • • •		• • • •				53		• • • • • •		1	78 84
	• • • •	71	82					,				• • • •		····i			156 1
		• • • •						19	1	135 11	14	13 37	1	2 20		2 1	340 122
					222	238 220	124	74	11 7			• • • •		7			464 475
		• • • •				• • • •		• • • •		5	1	131	8	2		1 3	669
		71				156	44		;					25			71
						100		15 	1	5		61 25	2			2	322
		···7i									• • • •	25	1				68 71
83		• • • •		1				• • • •		102	6	 19				4	96 467
		71	82	2								5					5
	50		82							2		64	5				245
83			82			<b>2</b> 38	126	17	···i				• • • •	19 37		7	299 433
					222	238 238 118 128 174	124	82 26	1 3 6	1	• • • •	1	• • • •	5		28	803 340
		• • • •			••••	128	124 73 44		4	••••	••••	••••	••••	11 12			246
							100	47 23	2 5	;				7			159
												3				25	50
	59	71 71 71 71 71 71	82 82	2													155 216
		71 71	82 82	2			• • • •	• • • •	• • • •		• • • •						71 155
	56	71 71	82	2 2 1	••••	••••	••••	• • • •	••••	••••	••••		• • • •				155
	83	• • • • •								20		63	10				90
					152 222	132 124	17	9	3			1		1 35			768
82	59			19	222	124					• • • •	1 2		35	2		571 192
	59	···7i	82													1	133 215
				••••						5 53	8	22 1 3 40 2 2 14	2	2 1		1	71 155 155 132 90 342 768 571 192 133 215 181 324 3 281 182 4 42 22 555 217 63
												3	2			0	3
										6 1		2				2 1 1	18
										 1 39		14	2	1		1	42 22
	59	71	82	····i						39	13	1		2			55 217
									• • • •					29	1		63

#### SUMMER SESSION OF 1909

The registration of the Summer Session of 1909 has reached the remarkable total of 1,971, a gain of 439 students, or 28.65 per cent. over that of last year. This is the largest increase in the history of the Summer Session, the next largest being that of 354 in 1907 and 350 in 1903. The gain over 1907 is 41.29 per cent.; over 1906, 89.34 per cent. The comparative enrolment for the ten sessions since the establishment of the summer session is shown by the following table:

Year	General	Medical	Total	Percentage of Increase Over 1900		
1900	417	_	417	_		
1901	579	_	579	38.85		
1902	643	_	643	54.19		
1903	940	53	993	138.13		
1904	914	47	961	130.45		
1905	976	42	1,018	144.12		
1906	1,008	33	1,041	149.64		
1907	1,353	42	1,395	234.53		
1908	1,498	34	1,532	267.38		
1909	1,949	22	1,971	372.66		

The percentage of women is a little larger than last year (53.07 as against 50.33). The statistics show that the proportion has fluctuated very slightly during the last five years. In the earlier session the women were in a large majority (72.66 per cent. in 1900, 73.32 per cent. in 1901, 60.81 per cent. in 1902). There were 1,080 new students at Morningside this year as against 852 in 1908 and 777 in 1907. The percentage of new students is thus slightly less than last year, but here, too, the proportion has remained nearly stationary. There is an increase of 188 in the total number of matriculated students, from 745 to 933, or about 25 per cent., the proportion of the total registration being 47.34 per cent. as against 48.63 per cent. last year. About one-fifth (not including the incoming class) of the students in Columbia College registered in the Summer Session; of those in the Schools of Mines, Engineering and Chemistry, nearly one-fourth. The largest increase of matriculated students is in the Faculties of Political Science. Philosophy and Pure Science, from 268 to 359. Under the Faculty of Philosophy are included 109 students with a major subject in education in Teachers College. While the number of graduate students has steadily increased, the largest previous gain was 53 (in 1908). The total number of matriculated students and of candidates for the higher degrees has more than doubled since 1906.

In addition to the students already matriculated there were 102 candidates for admission to the several schools of the University, including 18 for the College and 55 for the Schools of Mines, Engineering and Chemistry. Of these, 10 and 29, respectively, have been admitted since the close of the Summer Session.

Of the 1,949 students at Morningside 637, or nearly one-third, hold degrees, 790 in all, distributed as follows:

432 A.B.	6 Ph.D.	2 S.T.B.
120 B.S.	6 B.E.	1 D.D.
10 B.L.	14 Pd.B.	2 C.E.
3 Litt.B.	5 Pd.M.	1 E.E.
97 A.M.	12 LL.B.	10 E.M.
5 M.S.	1 LL.M.	2 Ph. G.
42. Ph. B.	6 M.D.	2 Phar. D.
2 Ph.M.	2 B.D.	7 Miscellaneous

In 1908, 493 students of 1498 held 603 degrees. Of the 22 medical students 9 hold the A.B. or another non-professional degree; 6 hold the degree of M.D.

The statistics of geographical distribution show a decrease in the percentage of students from the North Atlantic division, from 67.49 to 65.26. The difference is distributed mainly among the South Atlantic, North Central and South Central divisions, in the order named. The percentage of increase in the number of students from each of these divisions, as compared with last year, is 43.56 (185 to 265), 36.16 (177 to 241) and 47.79 (63 to 93) respectively. In these divisions Ohio furnishes the largest contingent, 62; next come Maryland (60), Indiana (52), Virginia (49), Georgia (47), Illinois (41). The number of students from Tennessee has doubled (9 to 18); from Virginia and Alabama it has more than doubled (20 to 49 and 14 to 31, respectively). From Iowa,

Georgia, Minnesota, Indiana, Illinois, Wisconsin, the percentage of increase varies from 50 to 72. Within the North Atlantic division New Jersey, Pennsylvania and Connecticut show an increase of about 50 per cent. The Western division alone shows a slight decrease, from 32 to 30. The increase of nearly 50 per cent, from foreign countries came chiefly from Canada. It is interesting to note that the distribution of students has widened in spite of the large increase in attendance. It is, for instance, significant that in 1909 55 per cent. of 1,949 students came from localities outside of Greater New York. while in 1000 42 per cent, of 417 students did so. The scale of increasing distribution is indicated by the percentage of students from the North Atlantic division at triennial intervals: 1900, 88 per cent.; 1903, 80.11 per cent.; 1906, 68.81 per cent.; 1909, 65.26 per cent. The 1909 Summer Session students came from 48 states and territories and 14 foreign countries.

The detailed statistical summaries which follow differ slightly from those published in the Directory of Summer Session students because of additional registrations after the tables there included had gone to press. In order not to affect comparison with the statistics of previous years, the students of the Medical Summer Session are not included in the classification according to residence (Table E). The geographical distribution of these students is shown in a note appended to the table.

	A-Studen	rs Classifii	ED ACCORDING	з то Sex	
	GENERAL		MEDICAL	. TOTAL	
Men Women		$46.33\% \\ 53.67\%$	22 ••	$\begin{array}{c} 925 \\ 1046 \end{array}$	46.93 % 53.07 %
	1949	100.00%	22	1971	100.00%
	B-Studen	ts Classifii	ed as Old a	and New	
Previously re	GENERA	L	MEDICAL	TOTAL	
tered New Student	869	44.59 % 55.41 %	8 14	877 1094	44.50% $55.50%$
	1949	100.00%	22	1971	100.00%

C—Students Classified According to Faculties	
I. Non-matriculated:	52.54%
II. Matriculated:	,,,
1. Columbia College 111	
2. Barnard College	
3. Mines, Engineering and Chemistry 140	
4. Fine Arts 5	
5. Political Science	
6. Philosophy	
7. Pure Science	
8. Teachers College 276	
925	47.46%
$\overline{1949}$	100.00%
Medical Summer Session:	
1. Non-matriculated	63.64 %
2. Matriculated	36.36 %
22	100.00%

## D—Students Classified According to Teaching Positions

	Number of Students	Percentage of Total Enrolment
Elementary schools	409	20.99%
Secondary schools	195	10.00%
Higher educational institutions	115	5.90%
Normal schools	80	4.11%
Principals (school)	145	7.44%
Supervisors	66	3.38%
Superintendents	60	3.08%
Special teachers	12	0.61%
Private school teachers	83	4.26%
Not engaged in teaching	784	40.23%
Total	1949	100.00%

# E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE (Exclusive of the Medical Summer Session)

,			
North Atlantic Division:			
Connecticut	37		
Maine	7		
Massachusetts	36		:
New Hampshire	3		
New Jersey	198		
New York:	100		;
Outside of New York City 213			
Manhattan and the Bronx., 511			
Brooklyn 131			
Queens 8			
Richmond			
	878		
Pennsylvania	107		
Rhode Island	î		
Vermont	5		
A CLIMOUIT	0	1070	07 000/
		1272	65.26%

South Atlantic Division: Brought	forward	1272	65.26%
Delaware District of Columbia Florida Georgia Maryland North Carolina South Carolina Virginia West Virginia	27 6 47 60 26 24	265	13.60%
South Central Division:			
Alabama Arkansas Kentucky Louisiana Mississippi Oklahoma Tennessee Texas	2 17 5 7 3 18	93	4.77%
North Central Division:			
Illinois Indiana Iowa Kansas Michigan Minnesota Missouri Nebraska North Dakota Ohio South Dakota Wisconsin	52 15 7 21 6 3 6 3 62	241	12.37 %
Western Division:			
California Colorado Idaho Montana Oregon Utah Washington	5 6 3 2	30	1.54%
Insular and Non-Contiguous Territories:			
Hawaii Panama Canal Zone Porto Rico	5		6.2.2.
Carried forward		$\frac{7}{1908}$	97.90%
Carried for ward		1000	01.00%

Foreign Countries:	Brought	forward		1908	97.90%
Austria			1		
Canada			17		
Chile			1		
China			5		
Cuba			3		
T 1 .			1		
France			2		
Germany			1		
India			3		
Japan			1		
Mexico			2		
Roumania			1		
Russia			2		
Spain			1		
				- 41	2.10 %
				1010	100.00%
				1949	100.00%

Note: Of the 1949 registered (exclusive of medical students), 36 withdrew without obtaining credit before the close of the session.

Of the medical students, 12 came from New York (7 from Greater New York), 2 each from California and Minnesota, 1 each from District of Columbia, Illinois, Maine, Massachusetts, New Jersey, and Canada.

F—Aggregate Attendance on Courses

Canada. F—AGGREGAT	E ATTENDAN	CE ON COURSE	S
Subjects	Number of Courses	Number of Registrations	Percentage of Total Enrolment
Architectural and Free-			
hand Drawing	3	26	0.52%
Biblical Literature	3	12	0.24%
Botany	2	27	0.54%
Chemistry	12	304	6.06%
Design and Painting	3	114	2.27%
Domestic Art	3	118	2.35%
Domestic Science	4	148	2.95%
Economics	4	97	1.93%
Education	19	879	17.52%
English	11	506	10.08%
Fine Arts	2	13	0.26%
Geography	2 2 3	44	0.88%
Geology	3	$\overline{43}$	0.86%
German	13	251	5.00%
Greek	3	19	0.38%
History	7	212	4.22%
Kindergarten	3	103	2.05%
Latin	6	145	2.89%
Manual Training	9	202	4.03%
Mathematics	11	318	6.34%
Mechanical Drawing	4	51	1.02%
Mechanics		99	1.97%
Music	2 2 8	31	0.62%
Philosophy and Religion	8	111	2.21%
Physical Education	11	381	7.59%
Physics	8	151	3.01%
Physiology	4	54	1.08%
Psychology	7	215	4.28%
Romance Languages	17	218	4.34%
Sociology	2	113	2.25%
Zoology	1	13	0.26%
Total	189	5,018	100.00%

## G-AGGREGATE ATTENDANCE ON COURSES, 1900-1909

							JJ			
	Total Enrolment 1900	Ħ	Total Enrolment 1902	Total Enrolment 1903	Total Enrolment 1904	l t	Total Enrolment 1906	Total Enrolment 1907	l t	Total Enrolment 1909
Department	Total rolme 1900	Total Enrolment 1901	IS ES	Total rolme 1903	E 11 42	Total Enrolment 1905	S Hal	ZE E	Total Enrolment 1908	E HS
Department	5 2 2	200	508	5.28	5.00	200	509	200	200	5.52
	<b>"</b> #	L H	[ ]	[ j	۲ă.	[ ]	[ ]	[ ]	۲ă.	[ ]
	<u> </u>	<u> </u>	<u> </u>	-E	_=	<u> </u>	<u> </u>	<u> </u>	- E	<u> </u>
	1							İ		
Anthropology	-	-	- 1	13	13	_	_		-	<u> </u>
Architectural and			1			i —			į	
Freehand Drawing	-	_	l —	- 1	<b>—</b>		16	32	18	26
Biblical Literature	_	l —	_	l —	1 —	_	-	-	ļ —	12
Botany	28	l —	_	_	_	1 —	_	l —	<b>—</b>	27
Chemistry	_	_	59	72	119	156	164	257	292	304
Design and Painting.	_	-	_	<u> </u>	_	_	_	-	-	114
Domestic Art	_	_	l —	_	_	l —	_	-	45	118
Domestic Science	_		l —	_	14	35	58	96	66	148
Economics	_	_	_	21	28	12	32	35	54	97
Education	415	402	351	618	317	366	305	480	601	879
Engineering	_	_	-	-	_	_	_	42	46	-
English	280	301	260	334	332	367	363	408	*313	506
Fine Arts	_	_	_	_	_	_	<b>—</b>	_	_	13
Geography	59	_	38	_	55	49	49	79	38	44
Geology	-	_	_	25	21	19	_	32	_	43
German	l —	67	101	152	174	201	204	200	214	251
Greek	_	_	_	_	_	10	6	17	13	19
History	15	71	51	134	122	88	103	192	187	212
Kindergarten	_	_	_	_		_	_	139	109	103
Latin	_	14	51	50	67	55	69	81	102	145
Manual Training	21	44	72	112	124	134	127	146	166	202
Mathematics	73	71	108	164	217	210	199	246	340	318
Mechanical Drawing.	_	_	l —	_	35	38	40	44	62	51
Mechanics	_	_	_	_	_	l —	-	_	_	99
Mineralogy	_	_	_	_	_	<u> </u>	28	_	16	_
Music		_	_	48	34	47	24	42	44	31
Nature Study	_	30	46	53	34	42	24	54	40	_
Philippine Islands	_	_	_	11		l —	_	_		_
Philosophy	24	58	53	62	48	42	45	67	113	90
Philosophy and His-										
tory of Religion	_	_	_	_	_	-	_	_	_	21
Physical Education	42	67	88	105	149	157	147	172	187	381
Physics	40	56	82	68	86	96	136	204	208	151
Physiology	_	_	_	10	23	19	23	25	48	54
Psychology	88	155	89	92	138	91	95	130	185	215
Romance Languages	_	20	51	110	92	114	101	189	194	218
Sociology	_	_	_	_	_	33	48	_	_	113
Zoology	_	_	-	_	_	_	_	_	_	13
Total	1,085	1,356	1,500	2,254	2,248	2,381	2,406	3,409	3,701	5,018
No. of courses given.	28	42	59	78	111	117	123	149	151	189
9										
						i i		1	1	

<sup>\*</sup>The apparent decrease is due to the fact that two courses previously credited to the department of English are here credited to the department of Education.

Respectfully submitted,

Wm. Addison Hervey,

Registrar.

### REPORT FOR THE CONSULTING ENGINEER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1909.

To the President of the University,

SIR:

The event of greatest importance during the past year in connection with the physical plant of the University has been the decision to proceed with the Kent Hall erection of Kent Hall, work upon which was stopped a year ago because of the financial situation. The President is to be most sincerely congratulated upon the success of his efforts to overcome this condition during a general financial depression, thereby making it possible to erect a building which will not only provide adequate quarters for the Schools of Law and Political Science and for the Department of Philosophy but which will, by freeing the room now occupied by these Schools in the Library, give up to the latter the space so much needed for the purpose for which it was originally intended. It is a matter of deepest regret that Dr. Canfield could not have lived to enjoy the benefits of a result which he so greatly desired. The general arrangement of Kent Hall remains practically the same as described in the annual report of the Consulting Engineer for 1907, except that the large auditorium, which was originally planned for the fourth floor, is to be replaced by classrooms, conference rooms and studies. The work of construction on the building has been resumed, and it should be ready for occupancy by the spring of 1910.

The decision to omit the large auditorium from Kent Hall is by no means due to the lack of urgent need for a room of this kind, but to the growing conviction that it would be undesirable to place at the top of a building a room accommodating some seven or eight hundred people, if some place near the ground, where stairways and elevators need not be depended

upon, could be found for the purpose. The problem bids fair to be most happily solved by the suggestion of the President that this room be located in the basement of the building which it is planned to place at the northeast corner of 116th Street and Broadway. Here the crowds of people who now attend our public lectures will not only find ingress and egress easy from and to the street level, but direct underground communication may also be provided with the adjoining subway station. The completion of the basement of this building for this purpose will also make a good beginning toward the completion of the entire building, which will form one of the technology group. and which will be needed in the near future if the registration in our engineering schools continues to increase at its present rate. Another important part of the University which is sorely in need of proper quarters is the School of Philosophy. A separate building, in which the various departments which make up this school could be housed in such a manner as to foster an efficient coördination of work and interest which is now interfered with by the fact that they are scattered among seven different buildings, is much needed. Pending the erection of this building, much relief would be afforded if the space now unfortunately lying idle in Hamilton Hall might be devoted to this purpose.

While the proposed auditorium, referred to above, will meet the demands of our public lectures, the necessity for the completion of University Hall, with its large academic theatre and a memorial dining hall, is very great. Year after year as the University grows in numbers the demands upon the gymnasium during commencement week and at the opening of the University steadily increase. The changes which must be made upon these occasions in order to convert this room into an auditorium interfere greatly with its legitimate use and likewise prove annually more expensive, as the temporary stage

University
Hall
and other equipment grow older and require
renewal. The need for the large memorial
dining hall which will be provided by the completion of University Hall was also never more apparent than
at the present time.

Following the plan outlined in my last report, the administration and oversight of the Commons was placed to a large extent in the hands of the students and of those who are in sympathy with their needs. Mr. Clarence L. Tones, a student taking the combined course in the College and the School of Engineering, who had had considerable experience in hotel work and as manager of the dining hall at Camp Columbia for the past two years, assumed the management of the University Commons last September, notwithstanding the fact that in so doing he gave up all hope of immediately securing his degree. As a result the Commons has done during the past year a business nearly double that of the previous year. It was not the intention or the desire of the University to operate the Commons for purposes of profit, but to provide good wholesome food at the lowest possible prices to the largest number of students. The fact that this has been accomplished without serious financial loss and the fact that the number of students regularly using the Commons has been constantly increasing are results which should be viewed with much satisfaction.

The success of the Commons also means much to the comfort and convenience of the students in our residence halls, Hartley and Livingston. During the past year these two buildings were unable to supply the demand for single rooms, and, with the exception of a few of the higher priced three-room suites in Hartley, all the rooms in both buildings were taken. The number of requests for rooms for the coming year is larger than at this time last year and the question of erecting a third building should be taken up at once. Under the system of self government which prevails in the residence halls, they have been very successful and are a most important adjunct to the University.

With the problem of housing our students happily solved, serious consideration should be given to the question of providing living accommodations at reasonable rates for the officers of the University and their families. With the constant increase in the value of real estate in our neighborhood, the

high rents have compelled our officers to find homes at long distances from the University, with the consequent sacrifice of time and of that solidarity which should prevail in a university community. Several plans have been suggested for providing apartments nearby, either with rentals at about twenty-five per cent. less than those in our neighborhood, or by inducing friends of the University to put up buildings in the neighborhood on the basis of a three per cent. net return with a reduction of ten or fifteen per cent. in the prevailing rates. The need of adopting some plan, both for the sake of the officers and their families and for the benefits which would accrue to the University, is apparent to all. If the matter be taken up vigorously, a building could be ready by the autumn of 1910, and it should prove as successful as the dormitories.

The division of the Department of Pathology into separate departments of Pathology, Bacteriology and Chemical Pathology and the assignment of Histology to the Department of Anatomy have made it necessary to make a

Medical number of interior structural changes in the School Medical School buildings and to provide additional laboratory furniture. A new laboratory is also being constructed upon the roof of the North Wing, where material needed by the various departments for research work may be brought together and properly housed and cared for. It is expected that these changes and additions will be completed before the University opens in the autumn. Plans are also being prepared for a structure on the roof of the main building which is intended to provide better facilities for the work in surgical research. Whenever it becomes necessary, as in this case, to give some consideration to the physical needs of the Medical School, the unsatisfactory and inefficient arrangement of the interior of the older buildings becomes more and more apparent. It is very evident that, if the physical plant of our Medical School is to keep abreast with the modern and efficient buildings which have been provided for other medical schools throughout the country, we should seriously consider the need of reconstructing the older buildings at 50th Street or the erection of an entire new group of buildings for medical instruction. In the latter case, the advantage of moving the Medical School to Morningside Heights should be carefully weighed.

The acquisition of Whittier Hall and of the Lowell and Emerson apartments by Teachers College now gives that institution the control over practically the entire block bounded by 120th Street, Broadway, 121st Street and Amsterdam Avenue. These additions, with the completion of the new building for Household Economics, mark progress of the greatest importance in the physical plant of Teachers College.

The excellent practice of the preceding classes in presenting fitting memorials to the University on the occasion of their anniversaries was followed during the past Class Gifts year by the classes of 1884 and 1889. The class of 1884 Arts erected a marble doorway and clock at the entrance to the office of the Dean of the College in Hamilton Hall, and the classes of 1884 Mines and 1899 Arts and Mines made a joint gift of \$10,000 toward the regrading and sodding of South Field, which has made it possible to provide a full size athletic field right at our door. This is a development which has been much needed, and the facilities thus provided should. if properly administered, add much to the health and efficiency of our students, as well as to the enjoyment and interest of our Alumni. Gates at the entrance at Amsterdam Avenue and 119th Street are still to be provided and these and other needs of the University may well take the form of future class memorials

Respectfully submitted,
Frederick A. Goetze,
Consulting Engineer.

## REPORT OF THE ACTING LIBRARIAN

## FOR THE ACADEMIC YEAR 1908-9

To the President of the University,

#### SIR:

In accordance with the custom of the University, I beg leave to make the following statements on behalf of the Library for the year ending June 30, 1909.

If Dr. Canfield's life had been prolonged for a very few months he would have completed ten years of service as Librarian of the University, and perhaps the most suitable form which this report can take is to present a brief summary showing the condition of the Library during this period.

#### INCOME

Date	Productive Funds	Total Income	From Productive Funds	From University Appropria- tions	From Gifts
1900	\$135,983.31	\$63,047.56	\$4,796.52	\$45,801.04	\$12,550.00
1901	"	62,920.10	5,855.49	43,712.88	13,351.73
1902	"	72,953.20	7,670.29	49,189.72	16,093.19
1903	"	69,675.13	4,942.26	49,635.41	15,097.46
1904	"	73,318.57	6,772.54	50,469.01	16,077.02
1905	"	65,432.87	5,672.01	47,907.01	11,853.85
1906	"	70,373.74	4,741 70	49,039.02	16,593.02
1907	"	63,666.69	5,512.60	51,275.36	6,878.73
1908	185,983.31	67,699.72	5,720.05	52,502.73	9,476.94
1909	6.6	65,461.42	8,400.02	50,570.37	6,491.03

#### EXPENDITURES

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		Access	ORDER DEPARTMENT						
Date	Collections, Vols.	Accessions, Fotal	Purchases	Gifts and Exchanges	Binding of Pamphlets	Total Orders Placed	Antiquarian Orders	Orders Filled	Orders Outstanding
1900 1901 1902 1903 1904 1905 1906 1907 1908	295,000 315,000 327,622 346,354 362,167 375,525 391,523 406,653 419,949 434,194	15,350 18,800 15,812 13,358 15,998 15,130 12,863	7,645 10,816 8,821 10,892 8,946 7,461 7,257 7,094 7,265	4,534 7,544 4,347 4,362 7,795 6,559 5,458 5,158	1,867 262 16 420 623 93 1,084	5,798 3,608 4,517 4,085 4,359 3,768 3,803 3,036 3,042	1,471 1,656 1,462 1,337 1,044 754 413 216	4,058 4,538 3,601 3,945 3,746 3,618 3,281 3,117 2,953	953 1,222 1,293 1,352 1,195 1,393 1,061 800

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	ENTS	Barnard	203	288	351	257	242	343	319	265	233	219
ro	STUDENTS	Columbia	1,227	1,515	1,433	1,819	1,750	1,665	1,801	2,116	2,339	2,350
BORROWERS		IstoT	1,587	2,023	1,832	2,503	2,271	2,265	2,441	2,724	2,977	2,911
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	GRADUATES	Total	999	694	715	1,056	1,222	1,168	1,133	873	1,060	1,120
		Officers of University	390	404	425	460	436	473	521	209	548	626
		IstoT	2,651	3,133	3,049	4,031	3,934	3,906	4,095	4,106	4,585	4,657
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\* Including cards made in re-writing shelf list.

The customary reports from the heads of the various Library departments, bearing witness to the care and devotion with which, in spite of insufficient funds and unsuitable accommodations, the details of the Library work are being carried out, have been duly prepared. They have been placed in the hands of the incoming Librarian of the University, Mr. William Dawson Johnston, to whom the staff may be counted upon to give the same loyal and enthusiastic service which was given to his predecessor.

Respectfully submitted,
F. P. KEPPEL,
Acting Librarian.

# RECORD OF GIFTS

# 1908-1909

#### PERSONAL GIFTS

	Vols	Pam.		Vols.	Pam.
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Allaben, Frank	2		Dauer, E.		1
Anderson, Dr. Aksel	13	50	Davidow, L. H	1	
Anderson, Dr. Aksel Anderson, P. J. Andrews, W. S.		1 1	Davis, Andrew McF		2
Andrews, W. S	1	1	Deane, Ruthven		1
Angus, S	~	1	Dearborn, Dr. Geo. V. N.		_
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Arctowski, Henryk		1	Densmore, Dr. Emmet	1	_
Ashley, Caroline E Avery, Samuel P Balch, Thos. W	18	1	Depew, Hon. Chauncey M.		1
Avery, Samuel P	1		Devine, Prof	1	1
Balch, Thos. W	1	l i	Dondlinger, P. T	1	
Bard, H. E. A.M. 1907	1	1	Donovan, J. M. 1, 1887	1	1
Barnes, Harold		ı î	Doremus, Dr. Chas. A		] 5
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Barton, Geo. De Forest		1	Dunn, Gano S. s. 1891 Durhoun, Edw. B. s. 1892	î	1
Beard, Prof. Ph.D. 1904 Bell, Alex. G Benjamin, Marcus. s. 1878	8		Durnoun, Edw. B. S. 1892	1	
Bell, Alex. G	1	1	During, Prof. Chas. A	14	62
Benjamin, Marcus. s. 1878	8 3	i	Ederheimer, R		1
Bixby, W. K	3		Einhorn, Dr. Max		6
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Boas, Prof. Bogart, Prof. 1890. s. 1894 Bohatta, Dr. H.	29	29	Fletcher Ella A	1	
Bogart, Prof. 1890. s. 1894		1 1	Foster, Herbert D		1
Bohatta, Dr. H	1		Fowler, A. M	60	31
Botsford, Prof	2	l .	Fox. Dr. Howard	1	
Boyer, Charlotte M	5		Fuld Leonhard F 1903	1 -	1
Brewer, David J	1	1	Fuld, Leonhard F. 1903 A.M. 1904 l. 1905 LL.M.		
Drewer, David J		i			2
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Brower, Wm. L Brown, John C. 1859	1	70	Gallant, Dr. Albert E. m.		
Drush, Mrs. Chauncey		1	1890	-1	3
Burgess, Prof Burrowes, M. R	10	64	Gehlke, C. E	. 3	3
Burrowes, M. R	3		Giddings. Prof	. 3	261
Butler, President. 1882.		1	Gies, Mrs. Wm. J	39	
A.M. 1883 Ph.D. 1884	98	41	Gilder Richard Watson	1	1
Canfield, Jas. H	3	11	Gilder, Richard Watson. Gillmore, Jesse	i	
Cannertee Dref W. H.		68	Gilmore, Jesse	1 -	
Carpenter, Prof. W. H	1 -		Gilmour, Dr. Andrew J.		
Cary, C. R		2	m. 1899	-	1
Cassirer, Bruno	2		Glasson, Prof. Wm. H.	1	1 .
Cattell, Prof	366	2245	Ph.D. 1900 Goetze, F. A. h. 1905		1
Chandler, Wm. E	.1	1	Goetze, F. A. h. 1905	. 1	
Chandler, Wm. E Cheney, Annie E. (see Lloyd, Warren E.)			Goodnow, Prof. l. 1882		
Lloyd Warren E)	1	1	h 1904	. 17	56
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Clews, Dr. Henry	1	-	Cottheil Drof 1991	'  *	1
Cohen, Helen L. b. 1903 A.M. 1905		1 4	Gottheil, Prof. 1881	·}	
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Conant, Martha P	. 2		Green, Jas. Green, S. S. Grossmann, Rabbi L Gumpsowicz, Dr. Max.	4 .	1
Congdon, Henry M. 1856 Cook, Albert S	1		Grossmann, Rabbi L	. 1	1
Cook, Albert S	.]	1	Gumpsowicz, Dr. Max		1
Coolidge, Asenath C	1		Haberman, Dr. Jules V.		1
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Coolidge, Asenath C Corson, L. Courtier, Jules Crafts, Dr. Leo M Crocker, Prof. F. B. s. 188	4		Haney, Lewis H		
F II.D. 1894			Harper, Henry H	•	1
Croll, Prof. Morris W		1	Hasenkamp, Dr. A	• 1	1
Crone, H. A.M. 1905	. 21	1	Hasenkamp, Dr. A Hauswaldt, Dr. Hans	. 1	
Cummings, Miss L. M	î		Hearn, Geo. A	. 2	
Dallet-Moret, Mme. E		1	Helbig, Richard E		4
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Higginson, Mrs. James J. Hinckley, Frank E. Ph.D.		294	Nagel, Dr. Oskar		1
Hinckley, Frank E. Ph.D.			Nason, Arthur H	3	-
		1	Nelson, Chas Alex		18
Hirschensohn, Rabbi H., Hodder, Rev. Alf. W. H., Hodge, Rev. Richard M.,	1		Norton Margaret	24	10
Hodder Rev Alf W H	-	1	Norge Dr. Wm D 1001	24	
Hodge Rev Richard M		î	Noves, Dr. Will, B. III. 1891		1
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Hovey, Edmund Olls		2 2 2	Dependerm, Samuel	1	
Howard, Dr. Wm. G Hudson, E. W. Hudson, Robt. P			Osborne, Prof. W Osgood, Prof. Ph.D. 1880		1
Hudson, E. W.		1	Osgood, Prof. Ph.D. 1880	38	239
Hudson, Robt. P	1		Palmgren, Valfrid Panconcelli-Calzia, Dr. G.		2
Huelsen, Prof. Hughes, Thos. Hughes, Rev. Thos. Huidekoper, Fred. L		2	Panconcelli-Calzia Dr G		$\tilde{2}$
Hughes, Thos	1		Pardo Folino	1	~
Hughes, Rev. Thos	2	1	Panconcein-Calzia, Dr. G. Pardo, Felipe Paul, W. Perry, Chas, L. s. 1896 Perry, Prof. 1875. h. 1904 Peters, Rev. John P Phelan, Capt. Henry du R. Phelps, Edward B Pine John B. 1877	11	
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Iles, Geo. Jackson, Prof. Geo. T., Jr. m. 1878	2		Peters, Rev. John P		277
Jackson, Prof. Geo. T.,			Phelan, Capt. Henry du R.		1
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Jackson, S. Trevena Jaffray, Robt. 1842	1		Pine John B 1977	11	
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Jastrow, Hermann		1	Smith, Prof. David E	2	
Jenks, W. J.		4	Plummer, Henry		1
Josiyn, R. Waite		1	Poel, Wm		1
Keppel, F. P.	2		Porter, Arthur K	2	_
Jastrow, Hermann Jenks, W. J. Joslyn, R. Waite. Keppel, F. P. Kirlby, Chas. H. Klein, F. Knortz, Prof. Karl. Kohler, Max J. A.M. 1891	1	1	Poel, Wm. Porter, Arthur K. Putnam, Geo. P Raymond, Prof. Geo. L	~	3
Klein, F	1		Raymond Prof Goo I		i
Knortz, Prof Karl	11	193	Pos Compol		
Kohler May I AM 1901		100	Rea, Samuel		1
1 1902		4	Reid, Mrs. M. S		10
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Lambert, Anna M Langdon, Cavour S Lefferts, Prof. m. 1870		1	Renshaw, P	1	
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Lefferts, Prof. m. 1870			Reynolds, Jas. B	6	_
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Lewisohn, Ludwig. A.M.			Raymond, Prof. Geo. L. Rea, Samuel Reid, Mrs. M. S. Reid, Hon. Whitelaw. Renshaw, P. Reussner, R. Reynolds, Jas. B. Roche, Rev. S. S. 1870. Roelker, Alfred Rouse, W. H. D. Rowell, Mrs. Geo. P. Runtz-Rees, Caroline	-	
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Lichtensteln, Gaston		3	Runtz-Rees, Caroline	1	
Linville, Henry R		1	Russell, Prof. Isaac F		1
Livengood, Wm. W	1		Ryan, Thos. F	1	
Linville, Henry R Livengood, Wm. W Lloyd, Dr. Warren E. and			Russell, Prof. Isaac F Ryan, Thos. F. Sakuri, Prof. J. Sauvagean, Prof. C. Schaeberl, J. M. Scripture, Dr. E. W.	1	
Cheney, Annie E Low, Hon. Seth. 1870 Low, Wm. G. 1895 l. 1867 McAleer, Dr. Geo	1		Sauvagean, Prof. C		4
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McCanery, Richard S. S.			Segnitz, Dr. Henry		1
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MacCracken, Chancellor			1884 I. 1884 Ph.D. 1885		
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McIntosh, Prof. A. C McLaughlin, Mrs. J. D Mansfield, Howard. 1. 1874	1		1 Sellers Edwin I	1	
McLaughlin, Mrs. J. D.	17		Seward, Louise	9	
Mansfield Howard 1 1974	1		Seymour Mrs Goo F	4	
Mayor Alfred C	1	1	Seward, Louise Seymour, Mrs. Geo. F Shapinsky, A. T.	1	
Mayor John P D		1	Chapta Theodore P	1	,
Mayer, Alfred G		1	Shonts, Theodore P Shufeldt. Dr. R. W Simin, Nicolas P		1
Mead, H. R		1	Shuieldt, Dr. R. W		1
Meau, Lucia A		1 1	Simin, Nicolas P	1	
Meyer, Anna E. H. b. 1898	1		Simplicytich Prof		6
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Montgomery, Sarah F	1		Simonson, Dr. G. Singer, Dr. Isidor Skidmore, Sydney T.		1
Moore, Chas,	î		Skidmore, Sydney T.		1
Moore, Chas. Moore, Clarence B	î		Slipper, Jas. H. 1857	1	
Moorehead W K	4	1	Slipper, Jas. H. 1857 Sloane, Dr. T. O'Conor s. 1872 Ph.D. 1876	- 1	
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Morgan, J. Pierpont	5		Smith, Chas. Sprague Smith, Prof. David E. (see	1	
Morrison, Chas. E. s. 1901			Smith, Prof. David E. (see		
A.M. 1901	3		also Pimpton, Geo. A.)		1
Morrison, Geo. A., Jr.			Smith, E. R.	3	
A.M. 1901 Morrison, Geo. A., Jr. A.M. 1888 1. 1889	1		Smith, Francis A	ĭ	
Moses, Montrose J	2		Smith, Prof. Munroe	9	3
Mosso, Prof. U		1	Smith, Prof. Munroe Smith, Prof. Wm. B	1	
Moses, Montrose J Mosso, Prof. U Mowry, Don E		4	Snow, F. L.	1	3
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Snow, Dr. Wm. B. m. 1886 Spingarn, Prof. 1895	1		Van Zandt, Margaret Vineberg, S. A.M. 1909 Voelkel, Dr. J Voelkel, Dr. Titus Von Velics, Dr. Anton	3	30 23		
Spingarn, Prof. 1895	3	6	Voolkel Dr J	7	10		
Ph.D. 1899	1 "	"	Voelkel, Dr. Titus	i	4		
m 1009		1	Von Velics, Dr. Anton		1		
Sprague, Chas. E Stafford, Chas. M. l. 1872	1		Walcott, Arthur S	48	17		
Stafford, Chas. M. I. 1872		1 2	Walcott, Arthur S Walters, Henry Ward, Henry B	1 1			
Stanoyevich, Milivaye Starr, Prof. m. 1880 h.	1	~	Ward, Henry B. Waylen, Hector Weaver, W. D. Wenner, Rev. George U. Westermann, Louis A White, Arthur V. Whitsitt, Prof. Wm. H Williams, T. J. C Winans, Mrs. Flora B Winship, Geo. P.	î			
1904	1		Weaver, W. D	2			
	5	_	Wenner, Rev. George U		1		
Stebbins, Lewis A		1	Westermann, Louis A		1		
Stuart Inglis	1	1	Whitsitt Prof Wm. H.		1		
Sullivan. Arthur G	l î		Williams, T. J. C	1			
Sykes, Prof	1		Winans, Mrs. Flora B		1		
Prof. Terry. 1. 1893		1 1	Winship, Geo. P Winston, Ambrose P		1		
Stearns, Frank F. Stebbins, Lewis A. Stimson, John W. Stuart, Inglis Sullivan, Arthur G. Sykes, Prof. Terry. I. 1893. Thomas, F. W. Thompson, Frank J. Tolman, Prof. Herbert C.	2	1	Woodbridge Prof	1	•		
Tolman, Prof. Herbert C. Tolman, Prof., Herbert C. Tombo, Prof., Jr. A.M. 1898 Ph.D. 1901 Trapenard, Dr. Camille. Tyrrell, J. B. Var da Weter, Pay, Coo. P.	ĩ		Woodbridge, Prof Woolson, Prof. s. 1885		9		
Tombo, Prof., Jr. A.M.			Wylie, Rev. David G Yamamoti, Prof. Miono	1			
1898 Ph.D. 1901	1	655	Yamamoti, Prof. Miono		1		
Trapenard, Dr. Camille		1 3	Young, Prof. 1888 A.M. 1889 Ph.D. 1891	14	108		
Van de Water, Rev. Geo. R.		2	I Young, Chas. H		1		
Vanderburgh, Fred. A.			Younger, G. A. 1905 Yurann, Jason	1			
Ph.D. 1909	1		Yurann, Jason		1		
Ph.D. 1909 Van Dyck, Edw. A Van Ingen, W. B	1	10	Total	1441	7039		
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Butler, President, 1882;	A.M	[ 1883	<b>:</b> :				
Butler, President, 1882; Ph.D., 1884	A.M	[ 1883	<b>:</b> :				
Ph.D., 1884 Canada, Geological Sur	A.M.	[., 1883	3; Medal. 26 maps.				
Ph.D., 1884 Canada, Geological Sur Cattell. Prof	A.M.	[., 1883	3; Medal. 26 maps. 160 maps.				
Ph.D., 1884 Canada, Geological Sur Cattell. Prof	A.M.	[., 1883	3; Medal. 26 maps. 160 maps. 3 photographs.				
Ph.D., 1884 Canada, Geological Sur Cattell, Prof Cary, C. R	A.M.	[., 188 <sub>3</sub>	3; Medal 26 maps 160 maps 3 photographs. ( Technicon.				
Ph.D., 1884 Canada, Geological Sur Cattell, Prof Cary, C. R	A.M.	[., 188 <sub>3</sub>	3; Medal 26 maps 160 maps 3 photographs. ( Technicon.				
Ph.D., 1884 Canada, Geological Sur Cattell. Prof	A.M.	[., 188 <sub>3</sub>	3; Medal 26 maps 160 maps 3 photographs. ( Technicon.				
Ph.D., 1884	A.M.	I., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum.	ng to	o the		
Ph.D., 1884 Canada, Geological Sur Cattell, Prof Cary, C. R	A.M.	I., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relation.				
Ph.D., 1884	A.M.	I., 188 <sub>3</sub>	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati. Spanish-American				
Ph.D., 1884	A.M.vey	I., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relating Spanish-American Photographs.				
Ph.D., 1884	A.M.vey	I., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map.				
Ph.D., 1884	A.M.vey	I., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relatives Spanish-American Photographs. Map. 3 maps.	War	•		
Ph.D., 1884	A.M. vey  Map nd S	Board	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relating Spanish-American Photographs. Map. Map. 3 maps. (Casts of tortoise sh	War owing	the		
Ph.D., 1884	A.M. vey  Map nd S	Board	Medal.  26 maps.  160 maps.  3 photographs.  Technicon.  Tay instruments.  Drum.  N. Y. papers relative Spanish-American  Photographs.  Map.  Casts of tortoise sh  writing of Loh on	War owing the	the		
Ph.D., 1884	Map	L., 1883	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map. 3 maps. Casts of tortoise sh writing of Loh on Roll of Hebrew Scri	War owing the	the		
Ph.D., 1884	A.M. vey Map nd S	Boardurveyon	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map. 3 maps. Casts of tortoise sh writing of Loh on Roll of Hebrew Scrip	War owing the	the		
Ph.D., 1884	A.M. vey Map nd S aphic	Board Board Board Board Board	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relatively spanish-American Photographs. Map. Casts of tortoise shear writing of Loh on Roll of Hebrew Scripton. Map. Charts. Map.	War owing the	the		
Ph.D., 1884	Mapnd S	Board Board Boctic	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map. Map. Casts of tortoise sh writing of Loh on Roll of Hebrew Scrip Charts. Map. US STATISTICS	War owing the ptures	the shell.		
Ph.D., 1884	Mapnd Staphicents	Boardurveyon Section	Medal.  26 maps.  160 maps.  3 photographs.  Technicon.  Tay instruments.  Drum.  N. Y. papers relative Spanish-American  Photographs.  Map.  Casts of tortoise sh writing of Loh on Roll of Hebrew Script Charts.  Map.  US STATISTICS  Sonian Institution	War owing the ptures	g the shell.		
Ph.D., 1884	Mapnd Staphicents	Boardurveyon Section	Medal.  26 maps.  160 maps.  3 photographs.  Technicon.  Tay instruments.  Drum.  N. Y. papers relative Spanish-American  Photographs.  Map.  Casts of tortoise sh writing of Loh on Roll of Hebrew Script Charts.  Map.  US STATISTICS  Sonian Institution	War owing the ptures	the shell.		
Ph.D., 1884	Mappind Saphicents	Board Board	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map. 3 maps. Casts of tortoise sh writing of Loh on Roll of Hebrew Scrip Charts. Map. Map. Map. Map. Map. Map. Map. Map	War owing the ptures	g the shell.		
Ph.D., 1884	Mappind Saphicents	Board Board	Medal. 26 maps. 160 maps. 3 photographs. Technicon. Tay instruments. Drum. N. Y. papers relati: Spanish-American Photographs. Map. 3 maps. Casts of tortoise sh writing of Loh on Roll of Hebrew Scrip Charts. Map. Map. Map. Map. Map. Map. Map. Map	War owing the ptures	g the shell. s. 308 2,226 654		
Ph.D., 1884	Mappind Saphicents.	Boardurveyon Section CLANEO Smiths	Medal.  26 maps.  160 maps.  3 photographs.  Technicon.  Tay instruments. Drum.  N. Y. papers relative Spanish-American Photographs.  Map.  3 maps.  Casts of tortoise shear writing of Loh on Roll of Hebrew Scripton Charts.  Map.  Map.  Sonian Institution	War owing the ptures	g the shell. s. 308 2,226		

# REPORT

To the Trustees of Columbia College in the City of New York:

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1909.



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Auditors' Certificate	50



# RECEIPTS AND PAYMENTS

## RECEIPTS

Cash Balance, June 30, 1908	\$364,522 66
General Income of the Corporation-Schedule 3, page 10	1,377,093 12
Gifts, Legacies and Other Receipts for Designated Purposes—Schedule 4, page 12	498,002 07
Income of Special Funds-Schedule 5, 3d column, page 16	208,677 09
Miscellaneous, Schedule 6, page 19	3,642,147 41
Special Real Estate Income and Expense Account— Schedule 11, 4th column, page 40	116,917 70
	\$6,207,360 05

#### PAYMENTS

Current Expenses-Summary of Schedule 7, page 32	\$1,547,292 56
Miscellaneous-Schedule 8, page 33	3,588,689 93
Interest, Schedule 10, page 39	130,040 18
Expenses of Special Real Estate, excluding Interest, as shown in Schedule 11, 1st column, page 40	87,858 14
Cash Balance, June 30, 1909-Balance Sheet, Schedule 2, page 6	853,479 24
	\$6,207,360 05

# BALANCE SHEET, JUNE 30, 1909

		c M	3 4	54 \$853,479.24	4,526568 50 6,526568 50 11,27415 74 11,274551 17 11,274551 17 10,511541 70 10,5111 62 10,5111 162 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,012 125 10,013 1
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	\$346,890 79 22,455 47 14,717 25	2,424 05 50 00 50 00 30 00 25 00	\$284,762 41 90,395 73	\$5,869 20 68,106 56 4,433 46 4,828 36 3,149 71 5,293 31	redule 15, page 16 oranda to Seh ne 30, 1900 , New York
Cash Accounts: Dr.	General Funds:  New York Life Insurance & Trust Co.  Bank of New York, N. B. A.  Corn Exchange Bank—University Branch:  Treasurer's Account.  Bursar's Account.	Corn Exchange Bank—Hudson River Branch. Superhendent Secretary Librarian.	Special Funds: New York Trust Co. (Principal)	Funds for Designated Purposes: Miscellaneons (New York Life Insurance & Trust Co.). Charles B. Beck Fund (N. X. Life Insurance & Trust Co.). Cafficrine Wolfe Bruce Fund (Mercantile Trust Co.). Hamilton Hall Building Fund (N. X. Life Ins. & Trust Co.). Loubat Prizes (N. X. Life Insurance & Trust Co.). Students' Loan Fund (N. Y. Trust Co.).	Arrears of Rent, 1907-8—Schedule 16, page 58  Arrears of Rent, 1908-9— Arrears of Rent, 1908-9— Arrears of Rent, 1908-9— Investments of General and Special Funds in Personal Scentifics-Schedule 15, page 53  Investments of General and Special Funds in Personal Scentifics-Schedule 15, page 53  Investment of Special Funds—Overdrafts—Schedule 5, 6th column, page 16  Investment of Physicians and Equipment—Morningsde (see Temoral and Surgeous—Additions and Alterations to June 30, 1900  College of Physicians and Surgeous—Additions and Alterations to June 30, 1900  Gaillard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York  Clyll Engineering Course, Werks, 1909-10  Insurance, 1909-10  Insurance, 1909-10  Interest Account, 1909-10

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c		

Funda for Designated Purposes: Credit Balances June 30, 1909–Schedule 5, 7th column, page 16 Funds for Designated Purposes: Credit Balances June 30, 1909–Schedule 5, 7th column, page 35. Endowment Account Giffs and Legacies for the Purchase of Land and Erection of Buildings (see Memoranda to Schedule 2) Schedule 2) Schedule 2) Advance Payment of Fees, 1909-10:  Morningside College of Physicians and Surgeons  College of Physicians and Surgeons  Barnard Medal  Deposits for Apparatus  Deposits for Keys.  Elevated Rallway Litigation  Deposits for Keys.  Deposits for Morigage Gold Bonds  Premium Account  Columbia College 45 Morigage, Nos. 503-11 Broadway, New York.  Loubat Annulty Morigage, Nos. 503-11 Broadway, New York.  Loubat Annulty Morigage, Nos. 528 West 114th Street, New York.  Personal Estate	mn, page 16 94,534,180 51 mn, page 16 94,625 69 collemn, page 35 3,824,497 90 collemoranda to 5,381,539 94 9,361 31	\$5,440 50 31 25 5,471 75	200 00 3,447 30 877 49	200,691 02 418 20 1,571 49	3,46	575,450 84	\$18,194,144 95
	Principal of Special Funds: Credit Balances June 30, 1909—Schedule 5, 7th column, page 16 Funds for Designated Purposes: Credit Balances June 30, 1909—Schedule 9, 5th column, page 35 Endowment Account. Gifts and Legacles for the Purchase of Land and Erection of Buildings (see Memoranda to Schedule 2).	Advance Payment of Fees, 1909-10: Morningside \$5,440 50 College of Physicians and Surgeons \$1 25	Barnard Medal. Deposits for Apparatus Deposits for Keys.	Elevated Railway Litigation Premium Account Residence Halls Account	Columbia College 4s Morigage Gold Bonds         \$3,000,000         \$0           Loubat Annulty Morigage, Nos. 503-11 Brondway, New York         448,000         \$0           Chaplain's Residence Morigage, No. 528 West 114th Street, New York         16,000         \$0	Personal Estate	

# MEMORANDA TO SCHEDULE 2

The debit item "University, Lands, Buildings and Equipment-Morningside" is composed of the following:

omposed of the following	:		
Improvemen	th Streets, Amsterdam nd Broadwayt of Grounds	\$2,022,440 06 51,611 47	\$2,074,051 53
116th to 120 Avenue ar Improvement	th Streets, Amsterdam ad Broadway of Grounds	2,000,000 00 429,601 17	2,429,601 17
Earl Hall: Engineering Building:	Construction Construction Equipment	284,075 50 20,325 47	164,844 65 304,400 97
Fayerweather Hall:	Construction Equipment	274,113 67 14,645 43	288,759 10
Hamilton Hall:	Construction Equipment	468,559 43 23,163 47	491,722 90
Hartley Hall:	Construction Equipment	335,173 67 16,547 41	351,721 08
Havemeyer Hall:	Construction Equipment	516,488 62 53,474 86	569,963 48
Kent Hall:	Construction		62,085 68
Library Building:	Construction Equipment	1,106,540 09 97,037 38	1,203,577 47
Livingston Hall:	Construction Equipment	332,396 98 16,756 74	349,153 72
	odel of Buildings and		10 0W0 W0
St. Paul's Chapel;	Construction Equipment	266,676 54 29,846 62	19,972 70 296,523 16
Schermerhorn Hall:	Construction Equipment	457,658 17 35,786 35	493,444 52
School of Journalism.			20,142 48
School of Mines Bldg:	Construction Equipment	305,506 29 19,460 85	324,967 14
University Hall:	Construction Equipment	951,524 21 17,214 26	
	Equipment: S Power House Gymnasium	*134,161 85 43,149 23	1,146,049 55
Class of 1880 Gates Class of 1881 Flagstaff. Hamilton Statue	o. 528 West 114th Street.		28,654 25 2,000 00 4,600 00 11,000 00
Repairs and Equipmen East Hall	g Room and Kitchen, t of Old Buildings:	5,113 34	1,200 00
South Hall	••••••	4,490 42 10,252 67	19,856 43
The Great God Pan. Outside Street Work. Expenses of Removal. Interest. Insurance. Legal Expenses. Assessment, Boulevard	Sewer set Sewer g and Acquiring Title to		4,932 88 12,013 50 107,140 39 59,987 56 339,812 08 3,754 40 4,291 07 2,579 90 749 25
Addition to Rivers	ide Park		8,168 98
	Carried forward		\$11,201,721 99

Assessment for Opening 116th Street. Assessment for Opening 120th Street. Vaults: East West.	\$30,382 79 37,316 40	\$11,201,721 9 2,882 9 38,956 0 67,699 1	77 09
		\$11,311,260	04
CREDITS			
Award for widening 120th Street. Interest on deposits of the Building Fund Interest on deposits of the Schemerhorn Building Fund. Rents received from Old Buildings. Sale of Old Brick.	\$922 50 11,332 68 115 00 4,510 00 6,019 47	; } }	35
		\$11,288,360 3	39
Less overcharge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.		13,809 2 \$11,274,551 1	8
		ψ11,2/4,551 1	=
*Transferred from Power House Equipment to: Kent Hall, Construction School of Journalism	\$15,134 28 15,333 32		

The credit item "Gifts and Legacies for the Purchase of Land and Erection of Buildings" is composed of the following:

Alumni Memorial Hall Gift	\$100,000 00
Anonymous Gift for Hamilton Statue	1,000 00
Anonymous Gift towards erection of Kent Hall	100,000 00
Association of the Alumni of Columbia College (Hamilton	
Statue)	10,000 00
Babcock and Wilcox Gift	3,250 00
Beck (Charles Bathgate) Gift	363,295 76
Changes in Chapel Organ Gift	500 00
Clark (Edward Severin) Gift	12.013 50
Class of 1880 Gift	2,020 00
Class of 1881 Gift	4,600 00
Class of 1882 Gift	1,500 00
Class of 1883 Gift	5,280 00
Class of 1884, Arts, Gift	1,913 90
Class of 1884, Mines, Gift	5,000 00
Class of 1899 Gift	5,000 00
Contributions to Bloomingdale Site	331.150 00
Contributions to Buildings, College of Physicians and Sur-	001,100 00
geons	71,551 05
geons. Dodge (Marcellus Hartley) Gift.	350,000 00
Dodge (William E.) Gift	164,950 82
Fayerweather Legacy	330,894 03
Hamilton Hall Gift	506,882 53
Havemeyer Gift	414,206 65
Lewisohn Gift	250,000 00
Low Library Gift	1,100,639 32
Memorial Windows Gifts, St. Paul's Chapel.	10,600 00
Model of Buildings and Grounds Gift	19,972 70
St. Paul's Chapel Gift	250,000 00
St. Paul's Chapel, Furniture (Anonymous Gift)	2.846 62
St. Paul's Chapel Organ and Case Gifts	26,500 00
Schermerhorn Glft	458.133 18
Sloan Torcheres Glft	6.000 00
South Court Fountain Gift	4.932 88
South Field Fund.	54.707 00
Stabler Gift	1,200 00
Stetson Gift	10,000 00
Torcheres for School of Mines Building Gift	1,000 00
Vanderbilt Gift	350,000 00
Villard Legacy	50,000 00
A ITTUTE OF TABLE A TA	50,000 00
	\$5,381,539 94

# GENERAL INCOME OF THE CORPORATION

WENTERAL INCOME OF	21111 001		••
RENTS:			
Upper and Lower Estates*	\$474,108 85		
No. 18 East 16th Street	6,000 00		
Farm at Morris, Conn	349 65		
Interest on Rents	397 37		
		\$480,855 87	
Less Rent Allowances paid in 1906-7.		2,436 50	
			\$478,419 37
FEES:			
Morningside:			
Late Registration	\$1,255 00		
Matriculation	4,465 00		
Tuition			
Examination for Degrees	14,315 00		
Special Examination	3,275 00		
Gymnasium	13,559 00	399,049 03	
Tasken Verra		335 00	
Locker Keys			
Rooms in Residence Halls		77,529 95	
College of Dhysicians and Cursoons			
College of Physicians and Surgeons:			
Late Registration	10 00		
Matriculation	570 00		
Tuition	73,424 23		
Special Examination	455 00		
Graduation	2,050 00		
Post Graduate	182 50		
-		76,691 73	
Summer Course in Geodesy		492 00	
Summer Course in Surveying		8,793 25	
Summer Session, 1908:			
Morningside	51,962 00		
College of Physicians and Surgeons	1,110 00	53,072 00	
CHINDRIES			615,962 96
SUNDRIES:			
Other Receipts from Students:			
Supplies and Material (See Memo-			
randa to Schedule 3):			
Tanda to penedate 5/1			
Morningside	14,972 83		
College of Physicians and Sur-			
geons	3,146 58		
-		18,119 41	
Books and Library Fines		501 20	
Barnard College:			
•	~~ ~~~ ~~		
Salaries	82,000 00		
Electric Current	1,234 00		
Steam Heat and Power	4,235 00	9# 460 OO	
Teachers College:		87,469 <b>0</b> 0	
Salaries		119 027 50	
		112,037 50	
Interest:			
On General Investments	6,869 09		
On Deposits of General Funds	1,258 58		
•		8,127 67	
Carried forward		8226 254 78	\$1,094,382 33
Carried for ward		₩₩₩,₩₩± 10	AT'00T'00° 00

<sup>\*</sup> Unadjusted Rents of expired leases, amounting to \$179,491.41, not included.

\$3,146 58

Brought forward		\$226,254 78	\$1,094,382 33
SUNDRIES—Continued:			
Miscellaneous:			
Advertising	\$184 77		
Browne Gift	4 00		
Class of 1880, to reimburse the College for cost of Class of 1880 Gates, paid for in 1907	2,000 00		
Diplomas	10 00		
Income from Commons	61,701 13		
King Gift	100 00		
Laboratory Privileges (Metallurgy)	258 50		
Sale of Publications	775 90		
Sexennial Catalogue	97 80		
Telephone Receipts, 59th St	617 00		
Telephone Service, 116th St	5,220 56		
Tennis Tickets, sales	917 10		
Troy Gift	2 00		
University Catalogue	46 25		
West Hall	90 00	72,025 01	298,279 79
General Income for the year			\$1,392,662 12
Add Rent Allowances paid in 1906-07			
for Account 1908-09			2,436 50
			\$1,395,098 62
Deduct Arrears of Rents (Schedule			V-1,,
16, page 58)		17,646 50	
Deduct Fees for 1908-09, received in 1907-08		359 00	
			18,005 50
General Income collected in 1908-9			\$1,377,093 12
denotal income contetted in 1000-0			\$1,577,055 12
MEMODANDA DO	COHEDI	TT TO O	
MEMORANDA TO			
The item "Supplies and Material: Mor	ningside,"	under "Sundr	ies," comprises
material furnished to students in			
Architecture			
Chemistry	• • • • • • • • • • • • • •		\$ 37 12
			\$ 37 12 10,843 59
Civil Engineering	• • • • • • • • • • • • • • • • • • • •		•
Electrical Engineering	• • • • • • • • • • • • • • • • • • • •		10,843 59 321 50 45 82
Electrical Engineering  Mechanical Engineering	• • • • • • • • • • • • • • • • • • • •		10,843 59 321 50 45 82 704 34
Electrical Engineering	• • • • • • • • • • • • • • • • • • • •		10,843 59 321 50 45 82
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in	••••••	•••••••	10,843 59 321 50 45 82 704 34 131 84
Electrical Engineering	•••••••		10,843 59 321 50 45 82 704 34 131 84 1,380 13
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in	•••••••		10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49
Electrical Engineering	•••••••		10,843 59 321 50 45 82 704 34 131 84 1,380 13
Electrical Engineering			10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83
Electrical Engineering	ege of Phys		10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The Item "Supplies and Material: Coll"Sundries," comprises material furnished to	ege of Phys		10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83 argeons," under
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The Item "Supplies and Material: Coll "Sundries," comprises material furnished to Anatomy	ege of Phys	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83 argeons," under
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The Item "Supplies and Material: Coll "Sundries," comprises material furnished to Anatomy.  Chemistry.	ege of Phys	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83 rrgeons," under \$524 50 834 31
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The item "Supplies and Material: Coll"Sundries," comprises material furnished to Anatomy.  Chemistry.  Mammalian Morphology.	ege of Phys students in	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83 argeons," under \$524 50 834 31 217 00
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The item "Supplies and Material: Coll"Sundries," comprises material furnished to Anatomy.  Chemistry.  Mammalian Morphology.  Osteology.	ege of Phys students in	sicians and Su	10,843 59 321 50 45 82 704 34 131 84  1,380 13 1,508 49  \$14,972 83  argeons," under  \$524 50 834 31 217 00 37 00
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The Item "Supplies and Material: Coll "Sundries," comprises material furnished to Anatomy.  Chemistry.  Mammalian Morphology.  Osteology.  Pathology.	ege of Phys	======================================	10,843 59 321 50 45 82 704 34 131 84  1,380 13 1,508 49  \$14,972 83  argeons," under  \$524 50 834 31 217 00 37 00 11 75
Electrical Engineering. Mechanical Engineering. Metallurgy. and Electric Light and Breakage in Hartley Hall. Livingston Hall.  The item "Supplies and Material: Coll" "Sundries," comprises material furnished to Anatomy. Chemistry. Mammalian Morphology. Osteology. Pathology. Pharmaceutics.	ege of Phys	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83  rrgeons," under \$524 50 834 31 217 00 37 00 11 75 33 52
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The item "Supplies and Material: Coll"Sundries," comprises material furnished to Anatomy.  Chemistry.  Mammalian Morphology.  Osteology.  Pathology.  Pharmaceutics  Pharmacology.	ege of Phys	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83  rrgeons," under \$524 50 834 31 217 00 37 00 11 75 33 52 186 00
Electrical Engineering. Mechanical Engineering. Metallurgy. and Electric Light and Breakage in Hartley Hall. Livingston Hall.  The item "Supplies and Material: Coll "Sundries," comprises material furnished to Anatomy. Chemistry. Mammalian Morphology. Osteology. Pathology. Pharmaceutics. Pharmacology. Physiological Chemistry.	ege of Phys students in	sicians and St	10,843 59 321 50 45 82 704 34 131 84  1,380 13 1,508 49  \$14,972 83  argeons," under  \$524 50 834 31 217 00 37 00 11 75 33 52 186 00 726 50
Electrical Engineering.  Mechanical Engineering.  Metallurgy.  and Electric Light and Breakage in Hartley Hall.  Livingston Hall.  The item "Supplies and Material: Coll"Sundries," comprises material furnished to Anatomy.  Chemistry.  Mammalian Morphology.  Osteology.  Pathology.  Pharmaceutics  Pharmacology.	ege of Phys	sicians and St	10,843 59 321 50 45 82 704 34 131 84 1,380 13 1,508 49 \$14,972 83  rrgeons," under \$524 50 834 31 217 00 37 00 11 75 33 52 186 00

# GIFTS, LEGACIES AND OTHER RECEIPTS FOR DESIGNATED PURPOSES

ADDITIONS TO SPECIAL FUNDS:		
Gift of General H. W. Carpentier to augment the Edward R. Carpentier Fund	\$100,000 00	
Gift of General H. W. Carpentier to augment the James S. Carpentier Fund	25,000 00	
Gift of Samuel P. Avery to augment the George William Curtis Medals Fund	300 00	
Gift of General H. W. Carpentier to augment the Dean Lung Professorship Fund	12,000 00	
Gift of the Earle Memorial Committee to augment the Earle Prize Fund in Classics	10 50	
Gift of George B. Goldschmidt, to establish the Samuel Anthony Goldschmidt Fellowship Fund	16,250 00	
Legacy of the late D. Willis James, to establish the D. Willis James Fund	100,000 00	
Legacy of the late Dr. John Ordronaux, to establish the John Ordronaux Fund	3,000 00	
Phœnix Legacy: From sale of real estate	3,333 34	
Gift of Ella de Peyster Shoemaker and Henry F. Shoemaker, to establish the William Brock Shoe-		
maker Fund	10,000 00	\$269,893 84
GIFTS AND LEGACIES FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS:		
Anonymous, for Model of Buildings and Grounds	\$2,325 00	
Anonymous, towards erection of Kent Hall	100,000 00	
Charles Bathgate Beck, Estate of: 60 Shares Consolidation Coal Co.'s Stock (stock dividend)		
Interest 1,110 06	5,610 06	
Edward Severin Clark, to complete the Exedra of The		
Great God Pan	273 50	
Class of 1880, for Class of 1880 Gates	20 00	
Class of 1883, to complete Torcheres in front of St. Paul's Chapel	2,000 00	
Class of 1884, Arts, to provide a marble clock and	2,000 00	
doorway in Hamilton Hall	1,913 90	
Class of 1884, Mines, for Grading South Field	5,000 00	
Class of 1899, for Grading South Field	5,000 00	
Hamilton Hall Gift:		
Interest	86 04	122,228 50
SPECIAL MAINTENANCE FUND: Donated by		
Alexander Smith Cochran	5,000 00	
Marcellus Hartley Dodge	5,000 00 5,000 00	
F. Augustus Schermerhorn	5,000 00	
Wm. K. Vanderbilt	5,000 00	25,000 00
Carried forward		\$417,122 34

Brought forward		\$417,122 34
OTHER DESIGNATED PURPOSES:	,	
Alumni Association of the College of Physicians and Surgeons, for Alumni Association Fellowships	\$1,500 00	)
Association of the Alumni of Columbia College, for the Alumni Association Prize	50 00	)
Anonymous:		
For current needs, subject to the direction of the		
President, 1909-10	30,000 00	)
Through Professor Adolphe Cohn, for French		
Lecture Fund	160 00	)
Through the Dean of the Medical Faculty:		
For Medical and Surgical Nursing Fund. \$88 00		
For Salaries, Department of Anatomy,		
1909-10		
For Salaries, Department of Pathology. 600 00		
For Salaries, Department of Practice of Medicine		
For Supplies in Embryology, Depart-		
ment of Pathology 100 00	1,488 00	)
Contribution to the Department of Applied Thera-		
peutics	3,000 00	)
For Pharmacological Laboratory Equipment, 1909-10.	600 00	)
For Salaries, Department of Indo-Iranian Languages.	1,000 0	
For Special Equipment Fund, 1909, College of Physicians and Surgeons	7,050 0	)
For Special Scholarship in Social Economy	100 00	)
Felix Adler Professorship Fund, for Salaries, Department of Philosophy and Psychology, 1908-09,	0 ## 0 0	
1909-10	3,750 00	,
American School of Archæology in Palestine:		
Professor John D. Prince	100 0	)
Anthropology: Salaries:		
Anonymous, 1909-10 \$150 00		
C. S. Hemenway, 1909-10 100 00		
Archer M. Huntington, 1908-09 500 00		
V. Everitt Macy, 1909-10 50 00 F. W. Putnam, 1910-11 20 00		
Isaac N. Seligman, 1909-10 100 00		
Harold G. Villard 100 00	1,020 00	)
S. S. Auchineloss, for the Purchase of Instruments,		
Department of Surgery	138 6	5
Howard Bayne, for Salaries in President's Office	50 00	)
Biological Research Fund : Interest	44 2	5
Catherine Wolfe Bruce Fund:		
Rutherfurd Stuyvesant \$1,000 00		
Interest	\$1,130 09	2
Carried forward	\$51,180 92	\$417,122 34
	,,_	V-2.(1200 01

Brought forward	\$51,180 92	\$417,122 34
OTHER DESIGNATED PURPOSES—Continued		
Carnegie Foundation Grants: Allowances to		
Mrs. James H. Canfield \$363 77		
E. H. Castle		
George F. Fisher		
John B. Moore 3,000 00		
J. C. Pfister 2,000 00		
Mrs. Louise S. Rees	13,668 77	
Mrs. Marie A. Underwood	13,008 77	
Civil Engineering, Laboratory, Tests, etc	2,761 52	
Prof. F. B. Crocker, for Salaries, Department of Elec-		
trical Engineering	1,800 00	
Electrical Engineering: Meter Tests:		
New York City for Testing Meters	875 00	
Electro-Chemical Laboratory Equipment Fund:		
Interest	22 46	
Fire Loss, West Hall:	40 00	
Collected from Insurance Companies  Thomas S. Fiske, for purposes of the American	40 00	
Mathematical Society	50 00	
Mrs. James W. Gerard, for Marcus Daly Scholarship	1,000 00	
Germanistic Society of America, for Salaries, Depart-		
ment of Germanic Languages	1,200 00	
Archer M. Huntington, for use in the Spanish Depart-	100.00	
ment, 1909-10 (Romance Languages)  Benjamin B. Lawrence, for Lawrence Annual Scholar-	100 00	
ship in Mining Engineering	250 00	
Adolph Lewisohn:  For Salaries, Department of Metal-		
lurgy \$1,000 00		
For Special Instruction, Schools of		
Mines, Engineering and Chemistry. 500 00	1,500 00	
Library:		
Samuel P. Avery, for Avery Fund \$335 00		
James Loeb, for James Loeb Fund 175 00		
William G. Low, for William G. Low Fund	760 00	
Fund	700 00	
Loubat Prizes:		
Interest	83 94	
Mrs. Annie M. McClymonds for the Lewis K.	1 000 00	
McClymonds Scholarships	1,300 00	
Mechanical Engineering, for Lectureship:		
Brown Hoisting Machinery Company \$82 15 The Darley Engineering Company 25 00		
J. M. Dodge Company 82 15		
	\$76,592 61	\$417,122 34
,	,	,

Dodge Manufacturing Company \$82 15 Heyl and Patterson, Inc. 82 15 C. W. Hunt Company 82 15 The Jeffrey Manufacturing Company 82 15 The Link Belt Company 82 10 The Link Be	Brought forward	\$189 30	\$76,592 61	\$417,122 34
Heyl and Patterson, Inc. 82 15 C. W. Hunt Company 82 15 The Jeffrey Manufacturing Company 82 15 The Link Belt Company 82 10 600 00  Philips N. Moore, for Special Scholarship in School of Mines 250 00  Niels Poulson, for the Poulson Annual Fellowship, 1909-10. 650 00  Research on the Indians of British Columbia: Committee on the Boas Anniversary Volume \$90 00  Homer E. Sargent 1,000 00 1,090 00  Isaac N. Seligman, for Salaries, Secretary's Office 100 00  Special Fund for Departments of Mining and Metallurgy: Interest 132 12  Prof. J. E. Spingarn, to maintain the Belles-Letters Prizes 40 00  State of New York, to aid Blind Students 900 00  United States Post Office Department, towards salary of Postmaster at the University 325 00	OTHER DESIGNATED PURPOSES-Continued			
C. W. Hunt Company. 82 15 The Jeffrey Manufacturing Company. 82 15 The Link Belt Company. 82 10  Philips N. Moore, for Special Scholarship in School of Mines. 250 00  Niels Poulson, for the Poulson Annual Fellowship, 1909-10. 650 00  Research on the Indians of British Columbia: Committee on the Boas Anniversary Volume. \$90 00  Homer E. Sargent. 1,000 00 1,090 00  Isaac N. Seligman, for Salaries, Secretary's Office. 100 00  Special Fund for Departments of Mining and Metallurgy: Interest. 132 12  Prof. J. E. Spingarn, to maintain the Belles-Letters Prizes. 40 00  State of New York, to aid Blind Students. 900 00  United States Post Office Department, towards salary of Postmaster at the University. 325 00	Dodge Manufacturing Company Heyl and Patterson, Inc.			
The Link Belt Company	C. W. Hunt Company			
Philips N. Moore, for Special Scholarship in School of Mines	The Jeffrey Manufacturing Company.	82 15		
of Mines	The Link Belt Company	82 10	600 00	
Niels Poulson, for the Poulson Annual Fellowship, 1909-10	Philips N. Moore, for Special Scholarship i	n School		
Research on the Indians of British Columbia:  Committee on the Boas Anniversary Volume			250 00	
Research on the Indians of British Columbia:  Committee on the Boas Anniversary Volume				
Committee on the Boas Anniversary Volume	1909-10		650 00	
Volume	Research on the Indians of British Columbia:	:		
Homer E. Sargent				
Isaac N. Seligman, for Salaries, Secretary's Office	Volume	\$90 00		
Special Fund for Departments of Mining and Metallurgy:  Interest	Homer E. Sargent	1,000 00	1,090 00	
lurgy: Interest			100 00	
Prof. J. E. Spingarn, to maintain the Belles-Letters Prizes		d Metal-		
Prof. J. E. Spingarn, to maintain the Belles-Letters Prizes	Interest		132 12	
Prizes	Prof. J. E. Spingarn to maintain the Pollor	Tottown		
State of New York, to aid Blind Students			40.00	
United States Post Office Department, towards salary of Postmaster at the University				
of Postmaster at the University			900 00	
	United States Post Office Department, toward of Postmaster at the University	ds salary	325 00	
Wawepex Society, for the John D. Jones Scholarship 200 00 \$80,879 73	Wawepex Society, for the John D. Jones School	larship	200 00	\$80,879 73

\$498,002 07

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING JUNE 30, 1909

Credit Balances, June 30, 1909	\$3,962 22 41 22	2,186 15 1,409 54	2,659 41 258 75	2,763 85 167 00	235 27	2,415 97 16,671 05	502 90 125 00	822 46 1,132 45	150 00 37 04	2,582 43 463 89	28 93		182 19 101 58				243 30		209 49
Debit Balances, June 30, 1909											\$632.26	1,648 09						1 195 00	
Expenditures, 1908-1909			09 28	(1) 5,492 16 4,742 47 40 00	150 00 247 50	6,200 00	(2) 8,058 40 41 25	300 00 535 00		3,162 36		(4) 9,077 83	393 01 400 00	50 00 4.100 00	650 00	17 00	400 00	389 50	00 06
Total Credits	\$5,212 22 1,200 50 412 50		2,659 41 2,58 75						150 00 327 63	5,744 79	4,167,74		575 20 501 58		1,268 39			3.875.00	
Income, 1908-1909	\$2,100 00 1,237 50 412 50	2,454 45 \ 669 56 \ 330 00	412 50 41 25	6,000 60 41 25				412 50 536 25	50 00 247 50	2,062 50	3,571 29		412 50 412 50						
Credit Balances, June 30, 1908	\$3,112.22	1,722 85	2,246 91 217 50	1,505 72	- :	1,786 81 9,321 97	1,216 90	709 96 1,131 20	100 00 80 13	3,682 29	31 15 596 45	ez 9	162 70 89 08				230 80	500 79	216 99
Debit Balances, June 30, 1908	\$37 00			418 30								1,501 72							
FUND	Adams Fund Avery Architectural Library Fund Barnard Fellowship Fund	Barnard Library Fund Margaret Barnard Fund Beck Prize Fund	Beck Scholarship Fund Beer Lecture Fund Bennett Prize Fund	Bergh Fund Blumenthal Fund Runner Prize Fund	Butler Scholarship Fund. Campbell Scholarship Fund	Carpentier (Edward R.) Fund Carpentier (James S.) Fund	Center Fund. Chanler Prize Fund.	Class of 1848 Scholarship Fund.	Convers Prize Fund. Cotheal Fund	Currier Fund Curtis Fellowship Fund	Curtis Medals Fund	Darling Frize Fund.  Dean Lung Professorship Fund	Drisler Classical Fund	Earle Prize Fund Eaton Professorship Fund	Garth Memorial Fund	German Lecture Fund.	Gottheil Lectureship Fund	Gottsberger Scholarship Fund	Illig Fund

et .	377 17 4.147 4.147 1.095 5.42 300	\$7,415 78 \$97,811 51
(e) 23,695 00 3,005 75 2,005 25 8,33 00 8,33 00 8,33 00 6,00 00 2,008 00 4,000 00 4,000 00 4,000 00 6,000	760 00 23,500 00 5,650 00	
3.053 475 50 50 50 50 50 50 50 50 50 50 50 50 50	4,147 34 4,147 34 23,500 00 1,095 63 5,650 00 300 00	\$285,147 68
0.000 0.00 0.00 0.00 0.00 0.00 0.00 0.	23,500 00 23,500 00 96 43 78 37 5,650 00	\$208,677 09
1,688 01 1,688 02 1,688 02 1,688 02 1,288 02 1,384 35 195 25 111 397 35 11 425 48 11 425 48 11 425 48 11 425 48 11 50 11 50 11 50 11 60 11	3,113 09 3,528 59 999 20 464 29 100 00	\$79,915 71
372 29 720 22 7 26 49	29 67	\$3,445 12
Indo-Iranian Fund James Fund Mathematical Prize Fund Mathematical Prize Fund Mitchell Fund Mosenthal Fellowship Fund Mosenthal Fellowship Fund Mosenthal Fellowship Fund Mosenthal Fellowship Fund Philotexian Centennial Washington Prize Philotexian Prize Fund Schemker Scholarship Fund Schemerhor Scholarship Fund Schemerhor Scholarship Fund Schemerhor Scholarship Fund Schurz Library Fund Schurz Library Fund Schurz Library Fund Schurz Fellowship Fund Schurz Fellowship Fund Schurz Fellowship Fund Trowpridge Fellowship Fund Waring Fund (for Miss Waring) Waring Fund (for Miss Waring) Jarsen Scholarship Fund Jarsen Scholarship Fund Jarsen Scholarship Fund Jarsen Scholarship Fund	Miller (Guy B.) Fund Fund Fund I Fund Froudit Fellowship Fund in Medicine Sloane Maternity Hospital Fund Smith Prize Fund Stevens Prize Fund Vanderbilt Clinic Endowment Fund Wheelock Fund	Unapportioned Income of Special Funds

		F	Expenditure 1908-1909	
Brought Forward		• • • •	\$194,751	95
(1) Transferred to Barnard Medal Account	\$ 40 58	00 40		
Seidl Fund       480 00         Trowbridge Fund       500 00         Waring Funds       4,000 00	50,420	00	\$53,584	17
			\$141,167	78
(*) Phoenix Legacy: Payments:     Astronomy: Departmental Appropriation     Astronomy: Observatory for Apparatus.     Botany: Departmental Appropriation     Chemistry: Supplies     Civil Engineering: Departmental Appropriation     Civil Engineering: Departmental Appropriation     Civil Engineering: Departmental Appropriation     Electrical Engineering: Departmental Appropriation     Engineering Draughting: Departmental Appropriation.     Geology: Departmental Appropriation     Mechanical Engineering: Departmental Appropriation.     Metallurgy: Departmental Appropriation     Mineralogy: Departmental Appropriation     Mineralogy: Departmental Appropriation     Mining: Departmental Appropriation     Mining: Departmental Appropriation     Physics: Experimental: Laboratory Helper     Physics: Experimental: Departmental Appropriation     Physics: Experimental: New Equipment     Physics: Mathematical: Apparatus     Zoölogy: Departmental Appropriation     Zoölogy: Naples Zoölogical Station.	\$ 199 250 599 6,000 1,800 1,499 200 500 1,500 750 398 2,000 600 750 3,000 2,498 250	00 85 00 00 00 65 00 00 00 00 93 00 00 00 00 00	\$23,696	<u></u>

<sup>\*</sup> Includes Gift of \$2,500. † Includes Gift of \$50. ‡ Includes proceeds from sale of books on "China and the Chinese," \$29.71. § Includes Gift of \$11.08.

# MISCELLANEOUS RECEIPTS

INVESTMENTS:		
Special Funds: Bond and Mortgage on 53 West 47th St., N. Y	\$43,650 00	
Bond and Mortgage on 30 West 48th St., N. Y	2,000 00	
Bond and Mortgage on 44 West 48th St., N. Y	12,000 00	
Columbia College 3 per cent. Mortgage Gold Bonds	200,000 60	
General Funds:		
Bond and Mortgage on property at Wakefield,		
New York	21,400 00	\$279,050 00
ENDOWMENT FUND:		
Sale of Lots:		
No. 52 West 48th Street, New York	45,250 00	
No. 62 West 48th Street, New York	46,750 00	92,000 00
STUDENTS' LOAN FUND:		
Students' Notes paid	410 00	
Interest on Students' Notes	10 70	
Interest on Deposits	167 20	
Gift from A. O. Bauer	1 00	
Gift from William Fellowes Morgan	150 00	*738 90
COLUMBIA COLLEGE 4 PER CENT. FIRST MORT- GAGE GOLD BONDS:		
From sale of Bonds		3,000,000 00
		2,000,000
COLUMBIA UNIVERSITY PRESS:		00.11
Sale of Books "Problem of Monopoly "		26 11
ADVANCE FEES, 1909-10:		
Morningside	5,440 50	
College of Physicians and Surgeons	31 25	5,471 75
ARREARS OF RENT:		
1906-1907 Receipts	3,750 00	
1907-1908 Receipts	9,076 96	12,826 96
DEPOSITS FOR APPARATUS		46,425 54
DEPOSITS FOR KEYS		1,224 35
ELEVATED RAILWAY LITIGATION:		
In part settlement of claims against the Metro- politan Elevated Railway Company		202,791 67
RESIDENCE HALLS: Advance Receipts, 1909-10		1,571 49
		1,571 49
STUDENTS FOR APPARATUS, 1907-08, COLLEGE		90.24
OF PHYSICIANS AND SURGEONS		20 64
		\$3,642,147 41
• In addition, \$487 transferred from Key Account.		

# CURRENT EXPENSES

PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
EDUCATIONAL ADMINISTRATION Salaries Advertising American School of Archeology in Palestine	\$58,442 78 3,943 73 100 003		\$56,272 78 2,591 73	\$760 00	\$1,410 00 1,352 00 100 00
Burna rupins Burna of Supplies Commencement Commission of Course by Certain Specified Students	8,088 59 1,900 00		5,658 59 1,900 00		2,430 00
Completion or Course by Cortain Epicemon Sources Debating Societies Diplomas	1,073 92 362 83 1,000 00		1,073 92 362 83 1,000 00		00 006
Exponence of the following the	200 00				200 00
Expenses of committee on appointment of creatures of the Positions Guarantee for University Quarterly Lectures Emocretor Find	1,250 00 1,250 00 4,686 43 2,214 92		1,250 00 4,436 43 1,994 92		150 00 250 00 220 00
President's Fund	2,499 91 8,704 39 154 80		2,499 91 8,504 39 154 80		300 00
Special Instruction in Schools of Mines, Engineering and Chemistry University Glee, Mandolin and Banjo Clubs. Alcohol, Medical School. Office Supplies and Sundries, Medical School	500 00 50 00 732 18 699 93		732 18 699 93 1,250 00		500 00 50 00
University of Berlin for Roosevelt Professorship		\$100,699 41 2,000 00		2,000 00	
ANTHROPOLOGY Salaries Departmental Appropriation Research on the Indians of British Columbia	10,100 00 650 00 460 00	11 210 00	6,000 00	3,600 00	500 00
ARCHITECTURE Salaries Departmental Appropriation Drawing and Modeling Maintenance of Ateliers	18,928 50 1,684 97 395 93 1,762 01	22.771 41	18,928 50 1,684 97 395 93 1,762 01		

901 49		68 88 42	3	325 00 2.569 56		\$14,381 47
109 85 250 00	599 85	00 000,9	5,000 00	650 00	1,800 00	\$21,537 53
7,200 00	00 008*6	10,100 13,310 70 2,5500 00 2,5500 00 3,900 00 1,834 42 8,500 00		15,100 00 157 00	2,200 00 450 00 1,400 00 198 82 209 25 259 00 3,976 15	\$209,532 51
,	9,501 04 0 809 85			5,402 83	28,969 78	$\overline{}$
7,200 00 199 85 250 00 700 00 901 49	9,300 00	10,100 00 13,310 70 2,500 00 2,500 00 3,900 00 1,834 42 14,500 00 68 42 68 42	5,000 000	325 00 15,100 00 807 00 2,569 56	2,200 00 450 00 1,400 00 1,800 00 209 25 209 25 3,976 15	\$245,451 51
ASTRONOMY Salaries Salaries Departmental Appropriation Observatory, for Apparatus Summer School In Geodesy. Cathering Wolfe Brace Fund	BOTANY Salarics Departmental Appropriation.	CHEMISTRY Salaries Analytical Chemistry and Assaying Physical Chemistry Industrial Chemistry Creamic Chemistry Flectro-Chemistry Retro-Chemistry Raumard College Additional Sorvants Supplies.	CHINESE Salaries Departmental Appropriation Printing and Distributing Announcement in the Chinese	Language  CIVIL ENGINEERING  Salaries  Departmental Appropriation  Testing Laboratory	Summer Course: Assistants. Jainton. Jainton. Jainton. Tents and Improvements at Farm. Instruments and Repairs. Instruments at Farm. Taxes at Farm. Supplies, etc., at Farm.	Carried forward

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward		\$245,451 51	\$209,532 51	\$21,537 53	\$14,381 47
COMPARATIVE LITERATURE Salaries Departmental Appropriation	\$6,000 00		6,000 00		
ECONOMICS Salaries Departmental Appropriation Equipment of Statistical Laboratory	17,500 00 376 80 16 63	00 000,0	17,500 00 376 80 16 63		
ELECTRICAL ENGINEERING Salaries Laboratory Mechanic Departmental Appropriation Meter Testing Laboratory—Contract 1908.	11,800 00 936 00 1,499 65 1,016 90	17,893 43	10,000 00	1,499 65	1,800 00
ENGINEERING DRAUGHTING Salaries Drawing Appropriation	6,350 00	15,252 55	6,350 00	00 002	
ENGLISH Salaries Departmental Appropriation	39,350 00 149 88	6,550 00	34,350 00 149 88	5,000 00	
GEOLOGY Salaries Departmental Appropriation Summer Course.	12,400 00 500 00 200 00	39,499 88	9,306 25	3,093 75 500 00	
GERMANIC LANGUAGES Salaries Departmental Appropriation Lecture Fund.	23,474 99 50 00 17 00	13,100 00	21,474 99 50 00	800 00	1,200 00
GREEK Salaries Departmental Appropriation American School at Athens.	17,300 00 4 14 250 00	23,541 99	17,300 00 4 14 250 00		

		00	00	000	00	00 88		9/
		1,000 00	1,500 00	50 00 132 01	00 009	3,000 00		\$25,797 76
	500 00 992 16	675 00		33,100 00 50 33	1,500 00	750 00	398 93	\$37,464 02
29,300 00		5,000 00	17,816 62 24 75 250 00	- ::	10,200 00 980 89 1,200 00 713 16 5,600 00	8,100 00 129 25 399 98	7,800 00	\$455,159 50
09 828	1 400 16	6.723.73	19,591 37	Fb 655 55		21,314 05	13,496 61 8,198 93	\$518,421 28
29,300 00	500 00 992 16	6,675 00	19,316 62 24 75 250 00	33,100 00 50 33 50 00 132 01	10,800 00 2,480 89 1,200 00 713 16 520 00 5,600 00	11,100 00 879 25 399 98 1,117 38	7,800 00	\$518,421 28
HISTORY Salarics Departmental Appropriation	HUMANE EDUCATION: Salarice Bergh Fund	INDO-IRANIAN LANGUAGES Salaries Departmental Appropriation	LATIN Salaries Salaries Departmental Appropriation American School at Rome.	MATHEMATICS Salaries Salaries Departmental Appropriation Transactions of American Mathematical Society Equipment of Laboratory	MECHANICAL ENGINEERING Salaries Departmental Appropriation Laboratory Machinist. Laboratory Helper Laboratory Lelper Laboratory Lelper Use of Teachers College Shops	METALLURGY Salaries Salaries Departmental Appropriation Sumner Course Special Fund	MINERALOGY Salaries Departmental Appropriation	Carried forward

ome From Funds ial for Designated Purposes	\$25,797 76	3,066 35	000	5,416 62 00 00 00		3,200 00 00 00 00 14 28	250 00 398 18
From Income of Special Funds	\$37,464 02	2,000 00	7,000 00	3,600 00 500 00 200 00 300 00		600 750 3,000	
From General Income	\$455,159 50	12,100 00 915 21		20,400 00 100 00 6,900 00 199 06	9,493 67 596 32 1,134 97	18,175 02 1,000 00	18,425 00 500 00 75 00
Total Expenditures	\$518,421 28	18,081 56	8,000 00	27.5	11 224 96	06 064 396	
Expenditures in Detail		\$12,100 00 915 21 2,000 00 3,066 35	7,000 00 1,000 00	25,816 62 100 00 10,500 00 500 00 200 00 499 06	9,493 67 596 32 1,134 97	21,375 02 1,600 00 750 00 3,000 00	18,425 00 500 00 75 00 250 00 398 18
	Brought forward	Salaries Laboratory Mechanic. Departmental Appropriation. Special Fund	MUSIC Salaries Departmental Appropriation	PHILOSOPHY AND PSYCHOLOGY Philosophy: Salaries. Departmental Appropriation. Psychology: Salaries. Instrument Maker. Laboratory Helper. Departmental Appropriation.	PHYSICAL EDUCATION Salaries Supplies and Repairs Care of Swimming Pool.	PHYSICS (Experimental)  Salaries Laboratory Helpers Departmental Appropriation New Equipment Special Apparatus.	PHYSICS (MATHEMATICAL)  Salaries Laboratory Helper Departmental Appropriation. Apparatus. Special Fund.

3,000 00	160 00		1,000 00	327 30 250 00					\$43,630 49
6,974 94		400 00	10,200 00	4,800 00 2,498 17 250 00 400 00					\$84,054 66
19,900 00	27,300 00 100 00	5,500 00	2,000 00	24,800 00	38,500 00 276 55	39,152 09 577 95	2,851 98 278 16	106,837 50	\$813,527 03
	31,772 62	20,000,00	13.300 00		33,420 47	99 077,00	42,860 18	106,837 50	\$941,212 18
29,874 94 30 15 1,867 53	27,300 00 100 00 1,000 00	5,900 00 48 90	13,200 00	29,600 00 2,498 17 100 00 327 30 500 00 400 00	38,500 00 276 55	3 <b>9,</b> 152 09 577 95	2,851 98		
PUBLIC LAW AND JURISPRUDENCE Sularies Departmental Appropriation Blumenthal Fund	ROMANCE LANGUAGES Salaries Salaries Departmental Appropriation French Lecture Fund Lectures on Roman Histology	SEMITIC LANGUAGES Salaries Departmental Appropriation	SOCIAL SCIENCE Salaries Departmental Appropriation	ZOÖLOGX Salaries Salaries Departmental Appropriation Marine Table, Wood's Holl Microscopes Columbia Table at Zoölogical Station at Naples. Dyckman Fund.	LAW SCHOOL Salaries. Departmental Appropriation.	SUMMER SESSION Salaries and Miscellaneous Expenses: Morningside College of Physicians and Surgonis	Morningside	TEACHERS COLLEGE: Salarles	Carried forward

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward		\$941,212 18	\$813,527 03	\$84,054 66	\$43,630 49
COLLEGE OF PHYSICIANS AND SURGEONS					
ANATOMY Salaries Supplies.	\$16,100 00 4,000 07	90 100 03	16,100 00 4,000 07		
BIOLOGICAL CHEMISTRY Salaries Departmental Appropriation, including Special Apparatus	6,945 00 2,451 51		6,945 00 2,451 51		
DISEASES OF CHILDREN Salaries		3,600 00		3,600 00	
GYNECOLOGY Salaries Departmental Appropriation	3,100 00		2,875 00	225 00	
MATERIA MEDICA AND THERAPEUTICS		3,150 00			
Salarios Pharmaceutics: Departmental Appropriation Pharmacology: Departmental Appropriation	6,666 64 483 60 829 13		3,666 64 483 60 829 13		3,000 00
Laboratory for Pharmacology Research Laboratory of Pharmacology Hydrotherapeutics Department in Vanderbilt Clinic	2 95 581 00		2 95		581 00
NEUROLOGY Salaries		1,800 00	1,800 00		
OBSTETRICS Salaries Departmental Appropriation Pathological Work	3,850 00 50 00 500 00		2,350 00	1,500 00	
PATHOLOGY Salaries Supplies. Apparatus Supplies in Embryology Special Fund	26,200 00 2,299 92 1,96 63 96 35 65 40	£,±00 00	25,600 00 2,299 92 196 63	25,600 00 2,299 92 196 63	600 00 96 35 65 40
		28,858 30			

	500 00	44 00 164 47					2,570 00			\$57,394 49
					23,500 00	00 000%			1,250 00 412 50 535 00 600 00	\$121,827 16
13,250 00 1,175 95 1,250 00	$11,100 00 \\ 41 86 \\ 450 00$	12,566 61 1,876 29 440 00 198 00	5,950 00	450 00			6,180 00	2,500 00 1,362 75 1,412 07	500 00	\$945,110 99
	19 19 6	14,100 00	5,950 00	450 00	23,500 00		8,750 00		8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8. 8	\$1,121,035 14 \$945,110 99
13,250 00 1,175 95 1,250 00	11,600 00 41 86 494 00	12,566 61 1,876 29 484 00 362 47						2,500 00 1,362 75 1,412 07	1,250 00 412 50 500 00 535 00 600 00	\$ 3,297 50
PHYSIOLOGY Sularies Depurtmental Appropriation Mechanic	PRACTICE OF MEDICINE Salaries Departmental Appropriation Medical Nursing Fund.	SURGERY Salaries Salaries Departmental Appropriation Surgical Nursing Fund Surgical Research Laboratory	CLINICAL INSTRUCTION Salaries	HOSPITAL INSTRUCTION Salaries	SLOANE MATERNITY HOSPITAL. VANDERBITT CLINIC.		EMERITUS OFFICERS RETIRING ALLOWANGES.	CHAPEL Chaplain Chapel Services. Emergencies.	FELLOWSHIPS Adams Harrard Class of '70 Columbia	Carried forward.

From Funds for Designated Purposes	\$57,394 49	00 co	200 00 250 00 1,300 00	1,275 00 250 00 1,150 00
From General From Income of Special Funds	\$121,827 16 650 00 389 50 412 50 600 00 615 00 640 00	82 50 150 00 300 00	82 50	2,081 00 206 25 206 25
From General Income	\$945,110 99 650 00 7.80 00		4,150 00 225 00 300 00 142 50	5,264 00 5,264 00 5,43 75 2,700 00
Total Expenditures	\$1,121,035 14 \$945,110 99 650 00 7,800 00	16,510 50		41,545 00
Expenditures in Detail	\$3,297 50 650 00 650 00 389 50 4123 00 412 00 615 00 615 00 615 00 615 00 615 00	525 00 525 00 12,000 00 1,800 00 1,800 00 1,500 00 300 00 800 00	74, 1,40,000,000,000,000,000,000,000,000,000	
	Brought forward  FELLOWSHIPS—Continued Drisler Garth Garth McKim McKim Mosenthal Produit (Letters) Schiff Tyndall University	SCHOLA RSHIPS Alumni Association (College) Alumni Association (College) Beck Benk Benk Benk Benk Brooklyn at Barnard College Brooklyn at Barnard College Cam obell Class of '48 Curtis	Raculty Harper Harper Hewitt Jones Lawrence McVence Moffat  Moffat	Presidents of inversity Pulitzer. Schermerhorn Special, School of Law. Special, School of Mines Special, School of Political Science, Philosophy and Pure Science. Stuart. University

50 00 40 00	1,500 00	\$65,359 49	\$40 00 325 00 489 00 160 00 1,320 00	\$2,334 00
330 00 440 00 440 00 440 00 560 00 566 79 206 25	575 00	\$132,886 20		
	1,000 000	\$988,314 24	\$6,500 00 2,749 71 2,749 71 2,749 71 2,760 00 3,750 00 29,269 13 40,324 93 11,962 94 4,000 00 5,000 00 5,000 00 6,232 86 6,416 75 4,988 10	\$205,842 82
6	6,275 00	\$1,186,559 93	\$208.176.82	\$208,176 82
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	1,500 00 575 00 1,000 00 1,250 00 1,000 00 1,000 00		\$6,500 00 2,441 712 2,7441 712 3,7449 71 21,650 00 29,250 00 1,300 36 1,900 00 1,300 00 1,300 00 1,310	
PRIZES AND MEDALS Alumni Association Prize (College). Reck Priva. Relles-Lettres Prizes. Runner Medul Chanler Prize Curis Meduls Darling Prize Fixel Fixe Fixel Prize	FELLOWSHIPS, SCHOLARSHIPS AND PRIZES COLLEGE OF PHYSICIANS AND SURGEONS Alumin Association Fellowships Clark Scholarships Fraculy Scholarships. Harson Scholarships. Special Scholarships.	PART B-BUILDINGS AND GROUNDS	A—MORNINGSIDE HEIGHTS Salaries Care of Boat House Care of Boat House Cleaning Frie Loss—West Hall Frie Raid Frie Rai	Carried forward

Expenditures Income
\$208,176 82 \$205,842 82
2.500 00
6,799 47
1,696 83
17,660 85 2.219 18
2,487 43
1,800 00
375 00 375 00
\$249,372 73 \$246,792 88
\$38,076 95 31 36 8,815 72 1,114 37 2,300 00
90,338 <b>±</b> 0
8,400 02

	38 31 43 95 205 03 77 46 5,791 29			\$6,491 03				
		216 56		\$8,281 58				
		2,065 61 1,015 84 50 00	993 52 10 00	\$54,705 34	\$14.312 00 1,436 63 387 18	2,421 40 1,100 00 7,183 98	2,462 10 17,470 90 800 00	\$47,474 19
	6,156 03	3,348 01	1,003 52	\$69,477 95			47,474 19	\$47,474 19
	38 31 43 95 205 03 77 45 5,791 29	2,065 61 1,232 40 50 00	993 52		\$14,212 00 1,436 63 387 18	2,421 40 1,100 00 7,183 98	2,462 10 17,470 90 800 00	
PURCHASES FROM OTHER FUNDS	Crimmins-Manst Fund. Lewisohn Dissertation Fund Loeb, James, Fund. Low, William G., Fund.	LAW SCHOOL LIBRARY Salaries. Books and Binding. Incidentals	MEDICAL SCHOOL LIBRARY Salaries, Books and Binding. Incidentals		PART D-BUSINESS ADMINISTRATION Salaries Clerk's Office, Sundries. Treaturer's Office, Sundries.	Contingent Expenses Ollice Rent. Insurance. Advanced in 1907-8, against appropriation for	A Putration Expenses in Renewal of Leases. Commissions to Agents on Renewal of Leases.	

# SUMMARY OF SCHEDULE 7

s d Totals	\$1,186,559 93 249,372 73 69,477 95 47,474 19	7 \$1,552,884 80	5,592 24	\$1,547,292 56
From Receipts for Designated Purposes	\$65,359 49 2,579 85 6,491 03	\$74,430 37		3e8
From Income of Special Funds	\$132,886 20 \$65,359 49 2,579 85 8,281 58 6,491 03	\$141,167 78	Advance payments in 1907-8	Payments made in 1908-9 for Current Expenses
From General Income	\$988,314 24 246,792 88 54,705 34 47,474 19	\$1,337,286 65	payments in 1907	ts made in 1908-9
	Part A.—Educational Administration and Instruction. Part B.—Buildings and Grounds. Part C.—Library Part D.—Business Administration.		Advance	Paymen

# MISCELLANEOUS PAYMENTS

CHARGEABLE AGAINST INCOME OF SP	ECIAL FUNI	OS:	
Mrs. Anton Seidl (Seidl Fund)		\$480 00	
Mrs. William P. Trowbridge (Trowbridge Fund)		500 00	
Mrs. George E. Waring (Waring Fund)		2,000 00	
Miss Effie Blunt Waring (Waring Fund)		2,000 00	
Bergh Fund		4,000 00	
Dean Lung Fund		4,000 00	
Journalism Fund		37,440 00	\$50,420 00
INVESTMENTS IN PERSONAL SECURITI	ES:		
Special Funds:			
Balance on \$50,000 New York, New Haven & Hartford R. R. Co.'s 6%			
Convertible Debenture Bonds	\$37,500 00		
\$100,000 Northern Pacific R. R. Co.'s	\$3,,000 00		
3% General Mortgage Bonds	75,000 00		
Bond and Mortgage on 90-92 Avenue			
"B," New York, at 4½% Bond and Mortgage on northwest cor-	62,000 00		
ner of Twelfth Street and Second			
Avenue, New York, at 41/26	100,000 00		
Bond and Mortgage on northwest			
corner of Thirteenth Street and			
Avenue "A," New York, at 41/2	85,000 00		
Bond and Mortgage on southwest corner of Prince and Thompson			
Streets, New York, at 4%	67,500 00	427,000 00	
General Funds:		121,000 00	
\$80,000 Manhattan Railway Co.'s 4%			
Consolidated Mortgage Gold Bonds	\$80,000 00		
60 Shares Consolidation Coal Co.'s stock	000,000 00		
received as a stock dividend	4,500 00		
Bond and Mortgage on No. 52 West			
48th Street, New York, at 4½ Bond and Mortgage on No. 62 West	35,250 00		
48th Street, New York, at 41/2	36,750 00	156,500 00	583,500 00
UNIVERSITY, MORNINGSIDE:		100,000 00	000,000 00
LAND, BUILDINGS AND EQUIPMENT:			
Assessment, acquiring title for addi-			
tion to Riverside Park	\$331 55		
Assessment, Boulevard Sewer	2,579 90		
Assessment, 116th Street Opening	2,882 77		
Assessment, 120th Street Opening	38,956 09	\$44,750 31	
Development of South FieldGrading South Field		700 47	
Hamilton Hall, Construction		9,959 00 5,003 15	
Hartley Hall, Equipment		858 12	
Kent Hall, Construction		345 89	
Livingston Hall, Equipment		1,067 45	
Model of Buildings and Grounds		2,095 54	
School of Journalism, Construction The Great God Pan		910 55	
Torcheres for St. Paul's Chapel		273 50 2,000 00	67 062 00
Carried forward			67,963 98 \$701,882,08
			\$701,883 98

Brought forward	8	701,883 98
BLOOMINGDALE SITE MORTGAGE	1	000,000 00
COLUMBIA COLLEGE 3% MORTGAGE GOLD BONDS, due 1909	1	,803,000 00
CIVIL ENGINEERING COURSE-Morris, Conn.:		
Improvements		5,724 39
ELEVATED RAILWAY LITIGATION:		
Expenses		1,077 10
ENDOWMENT FUND:		
Taxes, Searches and Legal Expenses in sale of lots Nos. 52 and 62 West		
48th Street, New York		743 00
DEPOSITS FOR APPARATUS:		
Refunded		45,407 02
DEPOSITS FOR KEYS:		
Refunded		* 1,116 35
INSURANCE, 1909-1910		693 33
INSURANCE, 1910-1911		693 33
INTEREST ON BLOOMINGDALE SITE MORTGAGE:		
Payment due July 1, 1909		22,500 00
METER TESTS, DEPARTMENT OF ELECTRICAL ENGINEERING:		
Advanced Payments on 1909 Contract.		578 29
STATE AID TO BLIND PUPILS:		
Overdraft, 1908-1909		4 96
STUDENTS' LOAN FUND:		
Advanced to Students on their notes		1,837 00
SUMMER SESSION, 1909:		
Morningside	\$3,211 08	0.401.70
College of Physicians and Surgeons	220 10	3,431 18
the same against the same and the same as	\$3	,588,689 93

<sup>\*</sup>An additional \$487 transferred to Students' Loan Fund.

FUNDS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1909

Credit Balances, June 30, 1909	\$4,000 00	180 00	520 00 64,433 46 138 77 196 10 1,406 85 706 04 2,000 00 4,000 00	\$19,367 21
Payments, 1908-1909		250 250 250 250 250 200 200 200 200 200	500 00 460 00 901 49 2,568 42 2,568 56 1,016 90 1,200 00 1,500 00 1,500 00 1,500 00 1,500 00	\$21,080 38
Total Credits	(1) \$1,410 00 (1) 1,352 00 100 00 (1) 2,430 00 (1) 2,430 00 (1) 200 00 (1) 500 00 (1) 500 00 (1) 500 00	(1) 250 00 (1) 400 00 (1) 525 00 500 00 (1) 50 00 1,250 00	1,020 00 1,132 15 5,334 95 5,334 95 264 52 3,976 04 1,000 00 1,200 00 1,200 00 1,200 00 1,500 00 1,500 00 1,500 00 1,500 00 1,500 00 680 20	
Receipts, 1908-1909	\$150 00 100 00 900 00	500 00	1,020 00 1,030 00 1,130 02 2,761 52 22 46 1,800 00 875 00 1,000 00	\$12,599 00
Credit Balances, June 30, 1908	\$3 00	500 00	4,204,915 38,77 38,77 214,89 683,58 141,90 4,000,00	\$12,531 59
ACCOUNTS	EDUCATIONAL ADMINISTRATION: Saluries. Advertising Advertising Annerican School of Archeology in Palestine Illind Pupils (New York State Appropriation). Bureau of Supplies. Committee on Undergraduate Admissions Expenses of Prof. Wilson to Darwin Centenary. Expenses of Prof. Wilson to Darwin Centenary Expenses of Committee on Appointment of Graduates to Positions.	Lectures. Lectures. President's Emergency Fund. Printing Special Instruction in Schools of Mines, Engineering and Chemistry University Glee, Mandolin and Banjo Clubs To enable certain specified students to complete their courses	Anthropology: Salaries.  Anthropology: Salaries.  Anthropology: Salaries.  Anthropology: Research on the Indians of British Columbia.  Astronomy: Catherine Wolfe Bruce Fund Astronomy: Publication of Work on Variation of Latitude.  Chemistry: Additional Equipment Chemistry: Additional Equipment Fund Electrical Engineering: Salaries.  Electrical Engineering: Meter Tests, 1908-09.  English: Salaries.  English: Salaries.  Germanic Languages: Schilfer Fund Humane Education: Carpentier Gift Indo-Iranian Languages: Salaries Latin: Salaries.  Latin: Salaries.  Mathematics: American Mathematical Society.  Mathematics: Equipment of Laboratory.	Carried forward

Credit Balances, June 30, 1909	\$19,367 21 1,057 68 3,569 53 488 40 2,000 00 1,250 00 2 15 1 90 100 00 1,000 00 22 92 91 213 54	200 000 1,393 63 523 65 600 00 4 15 25 95 138 65 266 34 7,050 00
Payments, 1908-1909	\$21,080 38 600 00 3,000 00 1,117 38 5,416 62 5,416 62 3,000 00 1,000 00 1,000 00 327 30	3,000 000 581 00 600 00 96 35 65 45 500 00 88 00 16 4 47 40 00
Total Credits	(3) 3,000 00 (3) 2,175 00 (4) 2,175 00 (5) 2,500 00 (7) 2,500 00 (7) (8) 3,500 00 (1) (9) 3,000 00 (1) 1,000 00 (1) 1,000 00 (1) 1,000 00 (2) 2,000 00 (3) 2,000 00 (4) 2,000 00 (5) 2,000 00 (6) 1,500 00 (7) 2,500 00 (8) 3,500 00 (9) 3,500 00 (1) 1,500 00 (1) 1,50	200 00 1,393 63 3,000 00 1,104 65 600 01 100 50 100 50 135 50 00 138 65 (1) 430 81 7,050 00 40 00
Receipts, 1908-1909	\$12,599 00 1,000 00 132 12 3,750 00 100 00 160 00	200 000 3,000 000 600 000 100 000 500 000 888 000 138 65 7,050 00 50 00 7,050 00
Credit Balances, June 30, 1908	\$12,531 59 7,437 41 1,554 75 2,916 62 16 43 400 08 2,000 00 1,356 31 2,50 00 2,50 00	1,349 38 1,104 65 01 91 35 180 81
ACCOUNTS	Brought forward  Departmental Continued  Mechanical Engineering: Salaries  Metallurgy: Special Fund  Mining and Metallurgy: Special Fund  Mining solaries  Philosophy and Psychology: Salaries  Physics (Experimental): Salaries  Physics (Experimental): Apparatus  Physics (Experimental): Apparatus  Physics (Mathematical): Special Fund  Physics (Mathematical): Special Fund  Physics (Languages: Prench Lecture Fund  Romance Languages: French Lecture Fund  Zodiogy: Microscopes.  Zodiogy: Microscopes.  Zodiogy: Zodiogy: Zodiogical Expedition  Zodiogy: Zodiogy: Zodiogical Expedition	School of Medical Research Fund Anatomy: Salaries Anatomy: Salaries Biological Research Fund Materia Medica and Therapeutics: Staries Materia Medica and Therapeutics: Hydrotherapeutic Department in Vanderbilt Clinic: Construction and Mainte-Materia Medica and Therapeutics: Hydrotherapeutic Department Therapeutics: Pharmacology: Research Tethology: Salaries Pathology: Salaries Pathology: Salaries Pathology: Special Fund Fractice of Medicine: Salaries Practice of Medicine: Salaries Practice of Medicine: Medical and Surgery: Purchase of Instruments Surgery: Purchase of Instruments Surgery: Research Laboratory Special Equipment Fund, 1909, College of Physicians and Surgeous Alumii Association Prize, (College) Belles-Lettres Prizes

200 00	3,149 71	$\begin{array}{c} 650\ 00 \\ 150\ 00 \\ 750\ 00 \end{array}$	250 00	5,500 00			47 60	465 94 580 99 228 90 1,063 14 9,484 67	29,968 80	200 00		\$94,625 69
1,000 00	00 002		* 250 00	1,150 00 1,500 00 950 00	2,570 00	6,098 77	40 00 325 00 489 00 1,320 00 245 85	335 00 38 31 43 95 205 03 77 45 5,791 29	(τ)		(3)	\$74,430 37
1,000 00 (1)200 00 200 00 250 00	(4) 3,149 71		(1) 250 00 250 00 (1) 250 00	(1) 1,150 00 1,500 00 (1) 3,450 00	(2) 2,570 00	(2) 6,098 77	47 60 40 00 325 00 (1) 489 00 (1) 1,320 00 (1) 5,000 00	335 00 465 94 38 31 624 94 433 93 1,140 59 (1) 15,275 96	73,329 80	300 00	13,668 77	
1,000 00 200 00 250 00	83 94 1,300 00		350 00	1,500 00			326 00 326 00	335 00 175 00 250 00	30,000 00		13,668 77	\$80,879 73
							47 60	465 94 38 31 634 94 258 93 890 59 7,775 96	43,329 80	300 00		\$85,110 56
Daly Scholarship. Faculty Scholarship. Fine Arts Jones Scholarship. Lawrence Scholarship.	Loubut Prizes. McClymonds Scholarships.	Poulson Annual Followship Special Graduate Scholarship in Chemistry Special Graduate Scholarships in English Special Graduate Scholarships of Law	Special Scholarships in School of Mines. Special Scholarships in Schools of A pipted Science. Special Scholarships in Schools of A pipted Science Princesonly.	and Pure Science Alumni Association Fellowships: Medical School Special Scholarships: Medical School	EMERITUS OFFICERS	RETIRING ALLOWANCES	BULLDINGS AND GROUNDS:  Brick Walk in frout of Chapel.  Fire Loss. West Hall Por Office. Special Equipment, Bursar's Office. Special Appropriation, Registrar's Office. Special Appropriation, Registrar's Office. Interior Afternations—Department of Pathology, Clinical Pathology and Anatomy	Library: Avery Architectural Library Fund Chinese Book-binding Fund Crimmics-Mansi Fund Lewischn Dissertation Fund Loeb, James, Fund Loeb, James, Fund Loy, William G., Fund Special Fund for Purchase of Books.	ANONYMOUS GIFT FOR CURRENT NEEDS.	RAIMAN (R. I.) GIFT	CARNEGIE FOUNDATION GRANTS	

(i) Transferred from Anonymous Gift for Current Needs: To Educational Administration: Salarical School Advertising Educational Administration: Bacouragement of Roving. Educational Administration: Bacouragement of Roving. Educational Administration: Expenses of Committee on Appointment Of Carduates to Positions. Educational Administration: Diversity Glee, Mandolin and Hanjo Educational Administration: President's Emergency Fund Of Carduates to Positions. Educational Administration: Diversity Glee, Mandolin and Hanjo Educational Administration: Diversity Glee, Mandolin and Hanjo Educational Administration: Diversity Glee, Mandolin and Hanjo Educational Administration: Committee on Undergraduate Admissions, 1909-10. Educational Administration: Committee on Undergraduate Admissions, 1908-10. Clubs. Educational Administration of Paris Admissions, 1908-10. Educational Administration of Paris Admissions, 1908-10. Educational Administration of Education of Edu		13,668 77	4,000 00
H H H H	\$1,350 00 00 00 00 00 00 00 00 00 00 00 00 0	2,570 00 6,098 77 2,000 00 3,000 00	2,000 00
	Transferred from Anonymous Girt for Current Needs: To Educational Administration Salaries Educational Administration Advertising Educational Administration: Bureau of Supplies Educational Administration: Expenses of Prof. Wilson to Darwin Centenary Educational Administration: Expenses of Committee on Appointment of Graduates to Positions. Educational Administration: President's Emergency Fund Educational Administration: President's Emergency Fund Educational Administration: President's Emergency Fund Educational Administration: Only Printing Educational Administration: Only Printing Educational Administration: Only Printing Educational Administration: Committee on Undergraduate Admissions, 1909-10.  Educational Administration: Committee on Undergraduate Admissions, 1909-10.  Educational Educational Education Educat	Cre	

## INTEREST ACCOUNT

### INTEREST PAID:

On Bloomingdale Site Mortgage	\$42,521 00	
On Columbia College 3% Mortgage Gold Bonds	54,240 00	
On Columbia College 4% Mortgage Gold Bonds (Recording Tax, etc.)	14,639 18	
On Loubat Annuity Mortgage	17,920 00	
On Chaplain's Residence Mortgage	720 00	\$130,040 18
		#100,010 IQ

DEDUCT INTEREST APPORTIONED to Special Real Estate Account, as follows:

Gaillard-Loubat Library Endowment Fund..

23,730 83

\$106,309 35

SPECIAL REAL ESTATE INCOME AND EXPENSE ACCOUNT

	Tomour D	Interest		Dogointa	Dolonoog
	1908-1909	Apportion- ment	Total Debits	1908-1909	June 30, 1909
JAMSBRIDGE PROPERTY: Taxes and Water Rates Assessment, Woodlawn Road Sewer Assessment, Opening Gun Hill Road Insurance. Caretaker. Sundries	\$3,641 94 279 95 52 30 151 06 650 00 94 93		0		Debit
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND: Taxes	\$4,870 18 - \$14,300 65 1,399 19 7,288 12 60,000 00		#4,870 18	\$950 00	\$3,920 18
Interest on Mortgage	\$82,987.96	\$17,920 00 5,810 83 \$23,730 83	106,718 79		
Rents				55,967 70 60,000 00 \$115,967 70	Credit \$9,248 91
	\$87,858 14	\$23,730 83	\$111,588 97	\$116,917 70	

# SPECIAL REAL ESTATE ACCOUNT

### WILLIAMSBRIDGE PROPERTY:

LO

June 30, 1908—To Balance	\$168,202 97 3,920 18	<b>\$</b> 172,123 15
UBAT PROPERTY-503-11 BROADWAY:		
June 30, 1908—To BalanceDr.	\$609,760 53	
June 30, 1909—By Surplus IncomeCr.	9,248 91	
To Balance, Dr		\$600,511 62

### SUMMARY

### EDUCATIONAL EXPENSES AND ADMINISTRATION:

Current Expenses chargeable against General Income of the Corporation for 1908-9 (Sum- mary of Schedule 7, first column, page 32)		
Interest Account: Debit balance (Schedule 10, page 39)	106,309 35	<b>\$1,443,596 00</b>
General Income for 1908-9, (Schedule 3, page 11)	1,392,662 12	
Special Maintenance Fund (Schedule 4, third item, page 12)	25,000 00	1,417,662 12
Deficit, 1908-9		\$25,933 88

## PRINCIPAL OF SPECIAL FUNDS

ERNEST KEMPTON ADAMS FUND FOR PHYSICAL RESEARCH:	
Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Established 1904	\$50,000 00
AVERY ARCHITECTURAL FUND	
Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to archi- tecture, decorations and allied arts. Established 1890	30,000 00
BARNARD FELLOWSHIP FUND:	
Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889	10,000 00
BARNARD LIBRARY FUND:	
The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1910. Established 1889	59.501 64
MARGARET BARNARD FUND:	
The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband." Established 1892.	16,231 67
BECK FUNDS:	
The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1809.  Beck Scholarship Fund\$2,000 00	
Beck Prize Fund\$8,000 00	10,000 00
Carried forward	\$175,733 31

Brought forward	\$175,733 31
JULIUS BEER LECTURE FUND:  Legacy of the late Julius Beer. Established 1903	10,000 00
BENNETT PRIZE FUND:  Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893	1,000 00
HENRY BERGH FUND:  Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907	100,000 00
BLUMENTHAL ENDOWMENT FUND:  Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906	100,075 00
BUNNER PRIZE FUND;  Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American Literature. Established 1896	1,000 00
RICHARD BUTLER SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler, open to students born in the State of Ohio. Established 1903	5,000 00
CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the class of 1844, and Henry P. Campbell, of the class of 1847. Established 1900	8,000 00
EDWARD R. CARPENTIER FUND: Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906	250,000 00
JAMES S. CARPENTIER FUND: Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	200,000 00
R. S. CARPENTIER FUND: Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.	100,000 00
CENTER FUND:  Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.	178,046 50
Carried forward	

Brought forward	\$1,126,854 81
CHANLER PRIZE FUND:	
Bequest of J. Winthrop Chanler, of the class of 1847, to found an annual prize for "the best original manuscript essay in English prose on the History of Civil Government of Amer- ica, or some other historical subject." Established 1877	1,000 00
CLA.M SCHOLARSHIP FUND:	
Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894	14,000 00
CLASS OF 1848 SCHOLARSHIP FUND:	
Gift of an anonymous friend, 1902	10,000 00
COLUMBIA FELLOWSHIP FUND:	
Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn, of the class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889	13,000 00
E. B. CONVERS PRIZE FUND:	
Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the class of 1866, a prize in the Columbia Law School. Established 1906	1,000 00
COTHEAL FUND:	
Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Lan- guages, or relating to Oriental countries. Established 1896	6,000 00
NATHANIEL CURRIER FUND:	
Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purehase of books for the Library. Established 1908	50,000 00
CURTIS FELLOWSHIP FUND:	
Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.	10,000 00
GEORGE WILLIAM CURTIS MEDALS FUND:	
Gift from an associate of George William Curtis in the Civil Service Reform work, 1902	1,300 00
Carried forward	\$1,233,154 81

Brought forward	\$1,233 154 81
DACOSTA PROFESSORSHIP FUND:	
The late Charles M. DaCosta, a member of the class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to	86,576 83
EDWARD A. DARLING PRIZE FUND:	
Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903	1,000 00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND:	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901	225,000 00
DRISLER CLASSICAL FUND:	
Gift of Seth Low, formerly President of the University, for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894	10,000 00
DYCKMAN FUND:	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object con- sistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the Presi- dent." Established 1899	10,000 00
EARLE PRIZE FUND:	
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907	907 87
EATON PROFESSORSHIP FUND:	
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903	100,000 00
GARTH MEMORIAL FUND:	
Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth, Established 1904	16,250 00
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843	20,000 00
Carried forward	\$1,702,889 51

Brought forward	\$1,702,889 51
GERMAN LECTURE FUND:  Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901	1 000 00
SAMUEL ANTHONY GOLDSCHMIDT FELLOWSHIP FUND:	1,000 00
Gift of George B. Goldschmidt, to establish this fund, in memory of Samuel Anthony Goldschmidt, of the Class of 1868, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908	16,250 00
GUSTAV GOTTHEIL LECTURESHIP FUND:	
Gift from Temple Emanu-El to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903	10,000 00
CORNELIUS HEENEY GOTTSBERGER FELLOWSHIP FUND:	
Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904	9,500 00
REVEREND ORLANDO HARRIMAN FUND:	
Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric aud English. Established 1908	100,000 00
HARSEN SCHOLARSHIP FUND:	100,000 00
Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N.Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships.	31,114 10
ILLIG FUND:	31,111 10
Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898	2,000 00
INDO-IRANIAN FUND:	
Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908	15,000 00
JACOBI WARD FUND;	
Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi	50,000 00
D. WILLIS JAMES FUND:	
Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908	100,000 00
Consoled Conservat	\$2,037,753 61

Brought forward,	\$2,037,753 61
LAW BOOK TRUST FUND:	
Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole's gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000) and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Payne Law Gift (\$1,000)	5,250 00
LOUBAT FUND:	
Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.	7,000 <b>00</b>
LOUBAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professor- ship in American Archæology. Established 1903	100,000 00
MATHEMATICAL PRIZE FUND:	
Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash van Buren, Jr., of the class of 1905.  Established 1906	5,000 00
McKIM FELLOWSHIP FUND:	
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889	20,000 00
MEMBER OF CLASS OF '85 FUND:	
Gift of Grant Squires, of the class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050 00
GUY B. MILLER FUND:	
Bequest of the late Guy B. Miller, of the class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904	10,000 00
WILLIAM MITCHELL FELLOWSHIP FUND:	
Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.	10,000 00
	20,000 00
MOFFAT SCHOLARSHIP FUND: Legacy from William B. Moffat, M.D., of the class of 1838, "for	
the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862	2,000 00
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898	7,500 00
Carried forward	\$2,205,553 61

Brought forward	\$2,205,553 61
JOHN ORDRONAUX FUND:	
Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909	3,000 00
PERKINS FELLOWSHIP FUND:	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1910.	5,700 00
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:  Gift to the Philolexian Society from J. Ackerman Coles, of the class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902	1,000 00
PHILOLEXIAN PRIZE FUND:	
From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4	1,376 80
PHŒNIX LEGACY:	
On account of one-third part of the residuary estate of the late Stephen Whitney Phœnix, bequeathed to Columbia College in 1881	194,918 16
ALEXANDER MONCRIEF PROUDFIT FELLOWSHIP FUND:	
Legacy from the late Alexander Moncrief Proudfit, of the class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudfit Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.	15,000 00
MARIA MCLEAN PROUDFIT FELLOWSHIP FUND IN MEDICINE	:
Legacy from the late Alexander Moncrief Proudfit, of the class of 1892, to found a fellowship to be known as the "Maria McLean Proudfit Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying this fellowship, or the income thereof, remain unmarried. Established 1899	15,000 00
JOSEPH PULITZER FUND FOR SCHOOL OF JOURNALISM:	20,000 00
Gift from Joseph Pulltzer to establish and endow a School of	
Journalism in Columbia University. Established 1903	1,000,000 00
Carried forward	\$3,441,548 57

Brought forward	\$3,441,548 57
PULITZER SCHOLARSHIP FUND:	
Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893	50,448 75
THEODORE ROOSEVELT PROFESSORSHIP FUND:	
Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905	50,000 00
SCHERMERHORN SCHOLARSHIP FUND:	
Bequest of John J. Schermerhorn, of the class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877	5,000 00
SCHIFF FELLOWSHIP FUND:	
Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898	15,000 00
SCHIFF PROFESSORSHIP FUND:	
Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905	100,000 00
CARL SCHURZ FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900	10,000 00
CARL SCHURZ LIBRARY FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900	10,000 00
SEIDL FUND:	
The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself to the study of musical composition at Columbia University, or elsewhere in	
this country, or abroad."	12,000 00
WILLIAM BROCK SHOEMAKER FUND:	
Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-	
supporting students. Established 1908	10,000 00
Carried forward	\$3,703,997 32

Brought forward	<b>\$</b> 3,703,9 <b>9</b> 7 32
SLOANE MATERNITY HOSPITAL FUND:	
Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Maternity Hospital, to make all its beds free in perpetuity. Established in 1889	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College	2,337 81
STEVENS PRIZE FUND, SCHOOL OF MEDICINE:	
Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. To be next awarded in June, 1909.	1,899 88
STUART SCHOLARSHIP FUND:	
The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895.	6,000 00
TOPPAN PRIZE FUND:	
Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904	4,000 00
TROWBRIDGE FELLOWSHIP FUND:	
Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893	10,000 00
TRUST FUND FOR PSYCHOLOGY:	
Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1809	100,000 00
TYNDALL FELLOWSHIP FUND:	
Gift of the late Professor John Tyndall, of London, the income to be applied to the support of "American pupils who may have shown decided talent in Physics, etc." Established 1885	10,945 50
VANDERBILT CLINIC ENDOWMENT FUND:	
Gift of Cornellus, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896	116 000 00
Carried forward	\$4,429,180 51
OMATION TO THE PROPERTY OF THE	\$1,120,100 DI

Brought forward...... \$4,429,180 51

### WARING FUND:

The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of said College may direct."

### GEORGE G. WHEELOCK FUND:

Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish, in memory of the late Dr. George G. Wheelock, the George G. Wheelock Fund, the income to be used to meet the needs of the Department of Physiology. Established 1907...

5,000 00

\$4,534,180 51

### INVESTMENT OF SPECIAL AND GENERAL FUNDS IN PERSONAL SECURITIES

### I-Special Funds

### BONDS

\$4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923	\$4,574 00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Gold Bonds, due 1937	17,940 32
5,000 Canada Southern R. R. Co's 5 per cent. Second Mortgage Bonds, due 1913	5,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Gold Bonds, due 1925	49,625 00
20,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987	20,000 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987	1,000 00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Gold Bond, due 1940 (Craig Valley Branch)	1,000 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933	250,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953	21,950 67
10,000 Lehigh & Hudson River R. R. Co's 6 per cent. (reduced to 5 per cent.) First Mortgage Gold Bonds, due 1911	10,000 00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940	28,000 00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Gold Bonds, due 1941	10,000 00
29,000 Manhattan Railway Co's 4 per cent. Consolidated Bonds, due 1990	27,948 75
Carried forward	\$592,911 24

Brought forward	\$592,911 24	L.
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00	)
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986	25,000 00	)
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds—due 1948	50,000 00	)
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932	22,500 00	
170,000 Northern Pacific R. R. Co's (General Lien Railway & Land Grant) 3 per cent. Gold Bonds, due 2047	125,000 00	)
95,000 Northern Pacific R. R. Co's (Prior Lien Railway & Land Grant) 4 per cent. Gold Bonds, due 1997	95,750 00	
211,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)	200,000 00	)
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Gold Bonds, due 1946	56,112 50	•
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Gold Bonds, due 1950	5,000 00	
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000 00	
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Gold Bonds, due 1989	50,000 00	•
50,000 Union Pacific R. R. Co's 4 per cent. Twenty Year Convertible Gold Bonds, due 1927	50,000 00	
32,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361	31,945 50	
50,000 Wisconsin Central R.R.Co's 4 per cent. First Mortgage Gold Bonds, due 1949	45,750 00	\$1,602,969 24
STOCKS		
16 shares Albany & Susquehanna R. R. Co	\$2,000 00	•
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50	
19 shares Catawissa R. R. Co., preferred, (\$50 par value)	475 00	
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
2,000 City of New York Corporate Stock, for replen- ishing the Fund for Street and Park Opening, due 1929	2,043 00	
15,000 City of New York Corporate Stock, due 1957	15,000 00	
15,000 City of New York Consolidated Stock (Street and Park Opening Fund) due 1918	15,212 50	
5 shares Consolidated Gas Co. of New York	193 53	
Carried forward	\$86,261 53	\$1,602,969 24

Brought forward	\$86,261 53	\$1,602,969 24
122 shares Delaware & Hudson Co	12,639 34	
103 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value)	6,180 00	
262 shares Illinois Central R. R. Co	30,367 40	
400 shares International Harvester Co., preferred	50,450 00	
500 shares Manhattan Railway Co	70,500 00	
13 shares National Bank of Commerce of New York	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co	11,002 50	
10,000 shares Pennsylvania R. R. Co. (\$50 par value)	625,000 00	
33 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.	4,125 00	
18 shares Rensselaer & Saratoga R. R. Co	2,290 91	
155 shares United New Jersey R. R. & Canal Co	28,894 88	\$928,854 06
BONDS AND MORTGAG	ES	
On northwest corner of Avenne "A" and East 13th Street, New York, at 41/4 per cent., due 1914	\$85,000 00	
On 90-92 Avenue "B," New York, at 41/4 per cent., due 1913	62,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910	130,000 00	
On 212 Grand Street, New York, at 5 per cent., due 1909	33,000 00	
On 136 Monroe Street, New York, at 4½ per cent., due 1903	15,000 00	
On 57 Morton Street, New York, at 5 per cent., due		
1909	28,000 00	
On 93 Park Row, New York, at 4 per cent, due 1909.	15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 4 per cent., due 1914	67,500 00	
On 2262 Second Avenue, New York, at 41/4 per cent., due 1909	15,000 00	
On 592 Fifth Avenue, New York, at 4½ per cent., due 1910 (part)	165,449 55	
On northwest corner of 12th Street and Second Avenuc, New York, at 41/4 per cent., due 1913	100,000 00	
On 238 East 15th Street, New York, at 4½ per cent., due 1910	17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1909	15,000 00	
On 206 West 17th Street, New York, at 4½ per cent., due 1909	5,000 00	
Carried forward	\$722,949 55	\$2,531,823 30

Brought forward	\$722,949 55	\$2,531,823 30
On 17 West 47th Street, New York, at 4½ per cent., due 1912	43,500 00	
On 33 West 47th Street, New York, at 4½ per cent., due 1907	49,500 00	
On 35 West 47th Street, New York, at 41/4 per cent., due 1912	55,000 00	
On 41 West 47th Street, New York, at 41/2 per cent., due 1909	60,500 00	
On 47 West 47th Street, New York, at 5 per cent., due 1910	38,500 00	
On 67 West 47th Street, New York, at 4½ per cent., due 1912	42,100 00	
On 69 West 47th Street, New York, at 41/4 per cent., due 1912	41,375 00	
On 12 West 48th Street, New York, at 41/4 per cent., due 1910	77,500 00	
On 30 West 48th Street, New York, at 4½ per cent., due 1907	30,000 00	
On 34 West 48th Street, New York, at 41/4 per cent., due 1908	50,500 00	
On 38 West 48th Street, New York, at 4½ per cent., due 1910	35,750 00	
On 40 West 48th Street, New York, at 4½ per cent., due 1910	36,350 00	
On 44 West 48th Street, New York, at 4½ per cent., due 1912	10,000 00	
On 56 West 48th Street, New York, at 41/2 per cent., due 1907	36,500 00	
On 58 West 48th Street, New York, at 4 per cent., due 1907	35,000 00	
On 66 West 48th Street, New York, at 4½ per cent., due 1912	41,550 00	
On 437 East 86th Street, New York, at 4½ per cent., due 1909	6,000 00	
On north side of 129th Street, 315 feet east of Fourth Avenue, New York, at 4½ per cent., due 1909	15,000 00	
On," Wheelock Property," 161st Street and Broadway, New York, at 5 per cent., due 1908	250,000 00	
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1899	5,000 00	
On 163-173 Sterling Place, Brooklyn, at 5 per cent., due 1910	35,000 00	<b>\$1,717,57</b> 4 55
MISCELLANEOUS		
Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent		20 25
Carried forward		\$4,249,418 10

36,750 00

277,150 45 \$4,526,568 55

Brought forward	\$4,249,418 10
II—General Funds	
BONDS AND STOCK	
160 shares Consolidation Coal Co. of Maryland, (par \$100)	\$12,000 00
80,000 Manhattan Railway Co.'s 4 per cent. Consolidated Mortgage Gold Bonds, due 1990	80,000 00
BONDS AND MORTGAGE	CS .
On property at Wakefield, New York City, at 5 per cent., due 1909	35,000 00
On 592 Fifth Avenue, New York, at 4½ per cent., due 1910 (part)	2,550 45
On 14 West 48th Street, New York, at 41/4 per cent., due 1908	75,600 00
On 52 West 48th Street, New York, at 4½ per cent., due 1911	35,250 00
On 62 West 48th Street, New York, at 41/4 per cent.,	90 550 00 955 150 45

due 1911.....

### ARREARS OF RENT, JUNE 30, 1909

Arrears of Rent, 1906-1907	\$3,750 00	
Rents Receivable on leases expired in 1906-1907, adjusted in 1908-1909	1,686 67	
	\$5,436 67	
Collected in 1908–1909	\$5,436 67	
Arrears of Rent, 1907-1908.	9,076 96	
Rents Receivable on leases expired in 1907-1908,		
adjusted in 1908-1909	5,560 00	
	\$14,636 96	
Collected in 1908-1909	9,536 96	\$5,100 00
Arrears of Rent, 1908-1909:		
Rents Receivable from Upper and Lower Estates,		
1908–1909	3466,862 18	
Collected in 1908-1909	454,315 68	12,546 50
Total Arrears, June 30, 1909		\$17,646 50
210 Barclay Street, 12 months' rent to February 1, 1909		\$1,200 00
200 and 200a Barclay Street and Park Place, 24 month		
May 1, 1909		5,200 00
201 and 201a Barclay Street and Park Place, 24 mont	hs' rent to	
May 1, 1909	••••••	5,000 00
300 Murray Street, 6 months' rent to May 1, 1909		500 00
33 West 48th Street, 6 months' rent to May 1, 1909		967 00
43 West 48th Street, 6 months' rent to May 1, 1909		407 50
47 West 49th Street, 6 months' rent to May 1, 1909		371 50
65 West 49th Street, 6 months' rent to May 1, 1909		278 50
27 West 50th Street, 6 months' rent to May 1, 1909		1,180 00
29 West 50th Street, 12 months' rent to May 1, 1909		1,995 00
51 West 50th Street, 12 months' rent to May 1, 1909		547 00
		\$17,646 50

NEW YORK, June 30, 1909

JOHN McL. NASH Treasurer

### 30 BROAD STREET

NEW YORK, AUGUST 26, 1909

We have audited the accounts of the Treasurer of Columbia College for the year ended June 30, 1909, and certify: That income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds (see Schedule 15) have been produced to us; that all other income shown by the books of the College has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the condition of the funds of the College at the close of business on June 30, 1909, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Certified Public Accountants

BARNARD COLLEGE-FINANCIAL STATEMENT, 1908-1909

	\$136,062 45 1,555 79 2,992 50 9,400 00 32,000 00 25,027 72	\$211,894 29
ENTS	\$91,300 28 15,836 73 1,011 15 3,144 55 24,769 74	\$2,455 83 1,500 00
DISBURSEMENTS	General Purposes:  Educational Administration. Buildings and Grounds. Ella Weed Library. Business Administration. Brooks Hall. Fees Returned to Students. Trachers College—Physical Education. Annuities. Loans Repaid. Miscellaneous.	Balance: New York Trust Co Corn Exchange Bank
	\$4,939 00 46,806 14 43,746 88 103,088 21 500 00	\$211,894.29
	\$523 50 1,500 00 2,915 50 50	
RECEIPTS	SCHEDULE I.  Balance:     New York Trust Co.     Corn Exchange Bank.     Coupons on Hand.  Dividends.  Miscellaneous Sources (including Loans).     Fees. Gifts for General Funds.	

### TEACHERS COLLEGE

## FINANCIAL STATEMENT 1908-1909

Having audited the Accounts of Teachers College for the year ended June 30th, 1909, we hereby certify that the Balance Sheet and Revenue Account, with the accompanying Schedules, show the true financial condition of the Corporation at June 30th, 1909.

The Securities representing the Investments have been verified by actual inspection.

New York, 346 Broadway, August 3d, 1909.

LESLIE & COMPANY, Chartered Accountants, Auditors.

## Balance Sheet as at June 30th, 1909

ASSETS

	\$351,486 67		4,774,376 24	9,200 00	1,444 00	5,360 00	2,496 00	1,606 98	\$5,145,969 89
	\$302,336 71 49,149 96	4,451,344 87	323,031 37	11,700 25 2,500 25					
		2,828,587 91 1,622,756 96							
ASSETS	nsisting of : Principal Uninvested Surplus Income	TMENT OF PRINCIPAL OF: lowed Funds for General Purposes: College Property. Productive Investments (subject to Mortgage).	Endowed Funds for Special Purposes	JDENTS' LOANS: Due by Students Less Reserve to Provide for Loans Considered Irrecoverable.	DUE BY STUDENTS	INSURANCE PREMIUMS UNEXPIRED	FUEL ON HAND	WHITTER HALL	
CASH ON HAND:	Consisting of : Principal Uninv Surplus Income	INVESTMENT OF PRINCIPAL OF: Endowed Funds for General Purposes: College Property. Productive Investments (subject to	Endowed Funds for	STUDENTS' LOANS:  Due by Students  Less Reserve to Pro	DUE BY STUDENTS.	INSURANCE PREMIT	FUEL ON HAND	WHITTIER HALL	

### LIABILITIES, FUNDS, AND SURPLUS

OR DESIGNATED PURPOSES.  1 Purposes:  308.  4 during year to meet anticipated Deficiency of Income s, as per Detailed List.  5 as per Detailed List.  5 as over from Whittier Hall.	OR DESIGNATED PURPOSES.  1 Purposes:  4 Or Year, as per Revenue Account  28,465,20  et or Year, as per Revenue Account  28,465,20  et or Year Broollectable.
UNEXPENDED GIFTS FOR DESIGNATED PURPOSES.  SURPLUS INCOME:  From Funds for General Purposes:  Balance, July 1st, 1908.  Donations received during year to meet anticipated Deficiency of Income from Ordinary Sources, as per Defailed List.  Surplus Income taken over from Whittier Hall  Profit on Whittier Hall.  Deduct:	PENDED GIFTS FOR DESIGNATED PURPOSES  US INCOME:  In Funds for General Purposes:  Balance, July 1st, 1908  Bonations received during year to meet anticipated Def Ordinary Sources, as per Deftailed List.  Surplus Income taken over from Whittier Hall  Deduct:  Deduct:  Deduct:  Deduct:  Deduct:  Deduct:  Deduct:  Deduct:  Adjustment of Fromer Years Uncollectable.
From Funds for General Purposes:  Balance, July 1st, 1908  Donaftions received during year to meet anticipated Deficiency of Income from Ordinary Sources, as per Defauled List.  Surplus Income taken over from Whittier Hall  Profit on Whittier Hall.  Deduct:	om Funds for General Purposes:  Balance, July 1st, 1908.  Bonations received during year to meet anticipated Deficiency of Orations received during year to meet anticipated Deficiency of Uninary Sources, as per Detailed List.  Surplus Income taken over from Whittier Hall.  Profit on Whittier Hall.  Deduct:  Deficiency of Income for Year, as per Revenue Account Bad Debts of Former Years Uncollectable.  Adjustment of Principal.
Deduct:	Deduct: Dedicincy of Income for Year, as per Revenue Account. Had Debts of Former Years Uncollectable. Adjustment of Principal.
	Deficiency of Income for Year, as per Revenue Account.  Bad Debts of Former Years Uncollectable.  Adjustment of Principal.

# Revenue Account for Year Ended June 30th, 1909

### INCOME

d Total	\$349,953 97 5,600 00	e e e	7,158 24	300 00	\$423,847 10	9 27,016 20	\$3,484 08 \$450,863 30
Gifts for Designated Purposes		\$2,030 99	7,158 24	300 00	\$2,330 99	1,153 09	\$3,484 08
Funds for Special Purposes	9,953 97 5,600 00	₩	5,263 52		\$22,555 74	60 809,8*	\$427,425 57 \$19,953 65
Funds for General Purposes	\$349,953 97 5,600 00	35,609 34 2,533 54	5,263 52		\$398,960 37	28,465 20	\$427,425 57
	TUITION FEES. \$349,953 97 \$349,953 97 \$349,953 97 \$349,953 97 \$5,000 00 \$5,000 00	From Investments. From Scholarship and Other Funds. Bank Interest. SPECIAL BITAIN FOR PITEL TO A PRON	COMMENCEMENT FEES, SALE OF PUBLICATIONS AND SUPPLIES TO STUDENTS, AND OTHER RECEIPTS. 5,263 52	SPECIAL GIFTS	Total Income. \$398,960 37  DEFICIENCY OF INCOME FOR YEAR FROM ORDINARY SOURCES, provided for by Special Donations to meet anticinated Deficiency conversed.	to Surplus Account, as per Balance Sheet	*Surplus

### EXPENDITURE

94	General Purposes	General Special Purposes	Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION   \$369,866 98   \$12,219 75   42,693 55   42,6	369,866 98 42,693 55 7,568 05 7,296 99	\$12,219 75 \$2,938 00 3,032 92 246 08 4,700 98 300 00	: ::	\$2,938 00 \$385,024 73 42,693 55 246 08 10,847 05 7,296 99 4,700 98 300 00
Total Expenditure\$427	427,425 57	\$427,425 57 \$19,953 65	\$3,484 08 \$450,863 30	\$450,863 30

# COLLEGE OF PHARMACY—FINANCIAL STATEMENT

July 1, 1908, to June 30, 1909

RECEIPTS FROM ALL SOURCES   \$2,478 62   Loans 200 00   Literansferred from Reserve Fund 2,000 00   Literansferred from Reserve Fund 2,000 00   Salari Loan   Course 2,000 00   Chiese   Chiese 2,000 00   Chiese   Chiese 2,000 00   Chiese   Chiese 2,000 00   Chiese 2,000   Chi	bis paid with interest.  spaid with interest.  rest, mortgage.  surer's expense.  surer ax  fuel  is and electricity.  water tax  fuel  in fuel  in printing and stationery.  surer tax  fuel  in printing and stationery.	\$7,016 44 \$7,016 44 \$50,000 22,614 00 480 02 24 10 346 08 1,067 02 300 00 25 00 25 00 225 30 20 30 20 64 246 37 20 64 246 37 25 00 25 26 26 27 27 28 20 29 13 30 00 29 13 30 00 20 25 30 00 20 25 30 00 20 30 20 46 20 50 20 64 20 64 20 65 20 7 20 8 20 9 20 8 20 8
\$39,484 31 B		\$39,208 30 276 01 \$39,484 31





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